ANNUAL REPORT

THE STATUS OF HIGHER EDUCATION IN TENNESSEE

Including

The Ninth Annual Report on Progress toward the Goals of Tennessee Challenge 2000 for the State's Public Higher Education Institutions

and

The Sixth Annual Report on Contributions of the State's Independent, Regionally Accredited Higher Education Institutions

Tennessee Higher Education Commission Richard G. Rhoda, Executive Director January 28, 1999

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Executive Summary

In 1989, the Tennessee Higher Education Commission established the *Tennessee Challenge* 2000 annual report to demonstrate to the legislature and its constituency, the citizens of Tennessee, the commitment that the higher education community has to improved quality in higher education, its interest in fostering racial diversity and awareness, and its desire to be accountable to all the interested parties that surround and influence the course of higher education in Tennessee. Although the goals found in this document were formally established in 1989, they grew out of the legislative benchmarks for higher education developed in 1984. The *Tennessee Challenge* 2000 goals mirror those established by the Southern Regional Education Board among its 15 member states.

The accountability measures found in *Tennessee Challenge 2000* are numerous indeed. A summary of the progress made since 1990 on specific goals contained in the report can be found on the following page. It should be noted that on virtually all of the goals originally set back in 1989, there has been <u>steady</u>, <u>regular improvement</u>. In addition, the recent inclusion of Tennessee's independent, regionally accredited institutions has added a greater dimension and relevance to the information contained in the report.

Through this and other assessment activities, e.g., performance funding, Tennessee continues to lead the way in developing usable accountability measures of higher education outcomes. The following list reflects significant accomplishments for 1998-99. Of the 22 benchmarks of the six broad goals included in this report, 14 benchmarks have been attained or significant progress made in attainment and 8 benchmarks have seen some improvements but continued progress is needed for attainment.

During the past nine years (1990-91 through 1998-99), the following progress and contributions have been made in Tennessee Higher Education:

Enrollment and Persistence

- ♦ Undergraduate enrollment in public institutions has increased by 10.3%.
- ♦ Undergraduate enrollment in independent institutions has grown by 7.3%.
- ♦ Over 90% of the total enrollment in public institutions are Tennessee residents.
- ♦ There has been a 15.5% increase in the number of Tennessee residents enrolled at independent institutions.
- ♦ Enrollment of undergraduate female students has grown by 15.1% in public institutions.
- ♦ Enrollment of African-Americans has increased to 16.4% of total public enrollment.
- ♦ Enrollment of African-American students in undergraduate programs in public institutions has risen to 17% and is above population levels of the state.
- ♦ Transfer rates of students who graduate from public two-year institutions into public universities have declined slightly to 46.8% of graduates.
- ♦ Transfer rates of African-American students who graduate from public two-year institutions into public universities have increased to 46.8% of African-American graduates.
- ♦ Transfers from two-year public institutions to independent colleges and universities increased 44% between 1991-92 and 1996-97.
- ♦ Graduate and professional school enrollment in public institutions has grown by 15.8%.
- ♦ Graduate and professional school enrollment in independent institutions has grown by 40.0%.
- ♦ Persistence-to-graduation rates at public universities were 44.85% for the 1992 cohort.
- ♦ Persistence-to-graduation rates at two-year public institutions were 22.2% for the 1992 cohort
- ♦ Persistence -to-graduation rates at public institutions of African-Americans continue to increase.
- ♦ Persistence-to-graduation rates at independent institutions have increased to 53.7%.

Remediation

- ♦ The percentage of students needing <u>any</u> remedial or developmental coursework in all public institutions was 51.9% in 1996 and 50.0% in 1998.
- ♦ Compared to 1991, almost 2,000 <u>fewer</u> public university and community college students needed any remediation in 1998.
- ♦ The need for <u>significant</u> remedial or developmental coursework (more than one course) by entering college freshmen in public universities was 11.0% in 1996 and 11.3% in 1998.
- ♦ Compared to 1991, almost 1,000 <u>fewer</u> public university freshmen needed <u>significant</u> remediation in 1998.
- ♦ Only 1.4% of entering freshmen in public universities who were recent high school graduates (freshmen 18 years of age or younger) took <u>any</u> remedial level coursework in Fall 1998.
- ♦ Over 28% of recent high school graduates (freshmen 18 years of age or younger) at public institutions took only developmental coursework in Fall 1998.

Quality and Performance

- ♦ ACT COMP average scores are slightly (0.7) below the national norm. College Base average scores continue to exceed the national norm.
- ♦ On most licensure examinations, 85% or more of test takers passed.
- ♦ Recognized accreditation bodies accredit approximately 98% of accreditable programs at public universities.
- ♦ Recognized accreditation bodies accredit all accreditable programs at public two-year institutions.
- ♦ Placement rates of vocational graduates at technology centers in 1997-98 were 88%.
- ♦ Placement rates of vocational graduates at two-year institutions in 1997-98 were 91%.
- ♦ Since 1992-93, expenditures on books have increased by 11%.
- ♦ Almost a million volumes have been added to Tennessee public institutional library collections.

Teacher Education

- ♦ Teacher education program completers of public and independent institutions have increased 23.9%.
- ♦ There has been a three-fold increase in African-American graduates from teacher education programs at public institutions.
- ♦ There has been a 10.0% increase in African-American graduates from teacher education programs at independent institutions.
- ♦ Public institutions account for 62% of teacher education program completers while enrolling 81% of undergraduates.
- ♦ Independent institutions account for 38% of the teacher education program completers while enrolling only 19% of undergraduate students.
- ♦ Over 95% of teacher education completers at public and independent institutions passed the National Teacher Examination in 1997-98.

Research and Public Service

- ♦ Research expenditures at public institutions have risen by 17.7%; at independent institutions by 58.6%.
- ♦ Public service expenditures at public institutions have increased by 36.5%; at independent institutions by 99%.

Student Assistance

- ♦ The average Tennessee Student Assistance Award at public universities was \$937, which represented 53.3% of total awards.
- ♦ For public two-year institutions, the average award was \$400, which represented 23.8% of total awards.
- ♦ For independent institutions, the average award received was \$2,104, which represented 16.0% of total awards.
- ♦ Funding for the Contract Education Program has declined since 1991-92.

Introduction

<u>Tennessee Challenge 2000</u>

Responding to an Act of the General Assembly in 1989, the Tennessee Higher Education Commission developed goals for public higher education in the state for the final decade of the 20th century. The Commission determined that an annual report, titled *Tennessee Challenge 2000*, would be made to the Legislature of progress toward those goals. In the Second Session of the 97th General Assembly, an act was passed (Public Chapter 739) which expanded the *Tennessee Challenge 2000* report. Incorporated in this publication is the seventh annual report on progress toward the goals of *Tennessee Challenge 2000*.

Report on the Contributions of Independent Higher Education

In 1993, an Act of the General Assembly directed the Commission to produce a triennial study of Tennessee's independent degree-granting colleges and universities that are accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The purpose of the study is to provide information to the Tennessee Higher Education Commission to assist it in incorporating the contributions of these independent higher education institutions into its statewide Master Planning efforts.

A Combined Report

After evaluation of the Act, and after discussions with representatives of the Tennessee Independent Colleges and Universities, Commission staff determined that the results of the study could be most effectively incorporated into the annual *Tennessee Challenge 2000* report. Commission staff have recommended that, although the studies will focus on a three-year cycle of research and assessment, the results should be reported annually. This will allow a continuous and uninterrupted flow of information to the Legislature, Administration, and public of the State of Tennessee concerning the accomplishments of both of these components of higher education in the state. In future reports, information relating to other sectors of postsecondary education in the state will be incorporated into the annual report.

It should be noted that data for public institutions referred to in these reports are drawn from the state's higher education data system and is carefully edited and audited. Financial data are drawn from records of the Commission and the Department of Finance and Administration. Information for independent colleges comes from several sources, including the Tennessee Independent Colleges and Universities and surveys of self-reported data. Other data is drawn from IPEDS (Integrated Postsecondary Education Data Systems) collected by the U.S. Department of Education.

Goal A: By the year 2000, Tennessee will be among the leading Southern states in providing college education to its citizens.

Benchmarks:

1. By the year 2000, the combined headcount undergraduate enrollment of public higher education institutions in Tennessee will be over 206,000 students. (Overall Attained)

Figure 1: Undergraduate Enrollment

	1990	1991	1992	1993	1994	1995	1996	1997	1998	% Change 1990-98
Public	154,959	163,882	170,409	171,170	168,366	169,745	171,244	170,902	170,872	10.3%
Independent	37,518	38,308	38,250	38,979	39,744	40,077	40,047	39,954	40,274	7.3%
Total	192,477	202,190	208,659	210,149	208,110	209,822	211,291	210,856	211,146	9.7%

Figure 1 presents the overall trend of undergraduate enrollment in public and independent higher education in Tennessee since 1990. These data do not include Tennessee Technology Centers enrollment that is addressed in another section of this report. Undergraduate enrollment since 1990 has increased over 10.3% at public institutions and 7.3% at independent institutions.

Figure 2: Enrollment of Tennessee Students

	1990	1991	1992	1993	1994	1995	1996	1997	1998	% Change 1990-98
Public	157,015	165,501	172,316	174,316	172,035	174,099	175,540	175,466	174,292	11.0%
Independent	22,340	22,764	22,643	23,613	23,936	24,214	25,536	23,467	25,809	15.5%
Total	179,355	188,265	194,959	197,929	195,971	198,313	201,076	198,933	200,101	11.6%

Figure 2 reveals the distribution of Tennessee students between public and independent institutions in the state. These figures include graduate and undergraduate enrollments. The percentage of Tennesseans enrolled in public institutions increased from 87.5% in Fall 1990 to 90.1% in Fall 1998. Of 49,983 students enrolled in independent institutions in Fall 1998, 25,809 (51.6%) were Tennessee residents. The percentage of Tennesseans enrolled in independent institutions has remained relatively stable. Of 193,410 students enrolled in public institutions in Fall 1998, 174,292 (90.1%) were Tennessee residents. This percentage has also remained relatively stable.

Figure 3: Undergraduate Enrollment by Institution Type

										% Change
Туре	1990	1991	1992	1993	1994	1995	1996	1997	1998	1990-98
Public Universities	90,492	92,567	94,262	93,749	91,784	92,528	92,614	93,863	94,908	4.9%
Public Two-Year	64,467	71,315	76,147	77,421	76,582	77,217	78,630	77,039	75,964	17.8%
Independent	37,518	38,308	38,250	38,979	39,744	40,077	40,047	39,954	40,274	7.3%
Totals	192,477	202,190	208,659	210,149	208,110	209,822	211,291	210,856	211,146	9.7%

Figure 3 depicts the shift in enrollment between public universities and two-year institutions that has occurred since 1990. Enrollment at public two-year institutions has increased 18% while enrollment at public universities has only increased slightly. Independent institutions accounted for about 19% of the total undergraduate enrollment in fall 1998.

Figure 4: Undergraduate Enrollment by Gender for Public Institutions

										% Change
Gender	1990	1991	1992	1993	1994	1995	1996	1997	1998	1990-98
Female	84,945	90,588	95,505	96,150	95,461	96,482	97,552	98,227	97,736	15.1%
Male	70,014	73,294	74,904	75,020	72,905	73,263	73,692	72,675	73,136	4.5%

Following a national trend, the rate of enrollment of female undergraduates in public institutions has increased at a faster rate than that of male students. This trend is seen in Figure 4. Female enrollment since 1990 has increased at over three times the rate of male student enrollment. In 1998, enrollment of female students has increased to 57% of the students in Tennessee public higher education institutions. The enrollment of male undergraduate students has increased only 4.5% since 1990.

This gender shift has not been as clear in Tennessee's independent colleges and universities. Female enrollment has been increasing at about twice the rate of male enrollment as shown in Figure 5. In 1998, enrollment of female students has increased to 56% of total enrollment.

Figure 5: Total Enrollment by Gender for Independent Institutions

										% Change
Gender	1990	1991	1992	1993	1994	1995	1996	1997	1998	1990-98
Female	24,308	24,508	24,714	25,148	26,207	26,740	27,028	27,554	28,105	15.6%
Male	20,146	20,725	20,488	21,244	21,520	21,875	21,776	21,660	21,864	8.5%

A complete listing of enrollments in Tennessee public and independent higher education institutions in Fall 1998 can be found in Appendix A. A table depicting the trend in enrollments from 1990 to 1998 may be found in Appendix B.

2. By the year 2000, 50% of recent high school graduates will enroll in public higher education institutions in Tennessee. (Overall Attained)

One important means of improving the level of education of Tennessee's citizens is to encourage more high school graduates to attend college. Figure 6 indicates trends over the past three years in the enrollment of recent high school graduates.

The statistics found in Figure 6 are derived through indirect statistical methods. The figures are rough estimates since we do not yet have an exact means of tracing Tennessee high school graduates into college enrollment. Instead, the number of Tennessee residents 19 or younger is compared with the previous year's number of high school graduates at public institutions. At independent institutions, the number of first-time, full-time freshmen that are Tennessee residents are also compared to the previous year's high school graduates. The number of high school graduates does not include graduates of independent secondary schools and makes no adjustment for those students who enroll in out-of-state institutions. It is projected that, toward the end of the decade, administrative tracking systems being developed by the Tennessee Department of Education will allow improved linkage with the Enrollment Reporting System of the Tennessee Higher Education Commission. Estimates in past years by the Department of Education suggest that around half of Tennessee's high school graduates enroll in a college in the fall term following their graduation. Tennessee Higher Education Commission staff estimate that 5% to 10% of these students enroll in out-of-state institutions. It is not known how many others enroll in any college in later years. This number is not inconsiderable since today's high school graduates may work for several years before pursuing further education.

While the percentages in Figure 6 are only estimates, they are adequate to establish a trend. It is estimated that about 44% of 1997-98 Tennessee high school graduates matriculated at public institutions and almost 9% attended independent institutions in the state. The percentage of high school graduates who attend a Tennessee higher education institution has increased to 53.3% of recent high school graduates.

Figure 6: Enrollment of Recent H.S. Graduates in Tennessee Colleges & Universities

	1992	%	1993	%	1994	%	1995	%	1996	%	1997	%	1998	%
HS Grads	42,6	78	42,0	003	42,	334	43,	308	43,8	389	44,	380	43,7	711
Public *	17,507	41.02%	17,413	41.46%	17,181	40.58%	18,337	42.34%	18,768	42.76%	19,274	43.42%	19,415	44.42%
Indep **	3,667	8.59%	3,957	9.42%	3,791	8.95%	4,162	9.61%	4,039	9.20%	3,723	8.39%	3,867	8.85%
Total	21,174	49.61%	21,370	50.88%	20,972	49.53%	22,499	51.95%	22,807	51.97%	22,997	51.82%	23,282	53.26%

^{*} First-time freshmen with a Tennessee permanent address who are age 19 or younger enrolled in fall semester.

3. By the year 2000, graduate and professional enrollment in public universities will be adequate to meet the human resource needs of business, industry, government, education, and research in Tennessee. (Significant Progress Made)

Figure 7: Graduate & Professional School Enrollment

	1990	1991	1992	1993	1994	1995	1996	1997	1998	% Change 1990-98
Public	19,457	19,936	20,983	22,172	22,472	22,514	22,870	22,625	22,538	15.8%
Independent	6,936	6,925	7,108	7,413	7,979	8,547	8,757	9,260	9,709	40.0%

Graduate and professional school enrollment in Tennessee's public institutions, as shown in Figure 7, has increased by 15.8% since 1990. Graduate and professional school enrollment has grown by 40% at independent colleges and universities. Over 30% of Tennessee's graduate and professional school enrollment is at independent institutions. Appendix C of this report gives a listing by academic area of enrollments in public graduate and professional schools.

4. By the year 2000, headcount enrollment in the technology centers will reach 35,000 students per year. ¹ (83% Attained)

Figure 8: Technology Center Enrollment

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	% Change 1992-98
Headcount	30,930	30,970	29,668	29,215	28,699	28,777	28,994	-6.3%
FTE	5,929	5,676	5,506	5,259	5,161	5,280	5,536	-6.6%

As revealed in Figure 8, there has been a decline in headcount and FTE enrollment at the technology centers. However, in recent years there is indication that the improvements to facilities that have occurred has lead to increases in both enrollment categories.

5. By the year 2000, enrollment of students over the age of 25 in public universities and colleges in Tennessee will increase to 50%. (Significant Progress Made)

^{**} All first-time, full-time freshmen with a Tennessee permanent address enrolled in fall semester.

¹ In the original *Tennessee Challenge 2000 goals*, the figure of 24,000 was projected as the average enrollment over four quarters. A more accurate gauge of technology center enrollment has been developed, a total unduplicated headcount of an entire year's enrollment. Based on this change, the goal has been changed to <u>35,000 students</u>.

Figure 9: Undergraduate Enrollment by Age Group for Public Institutions

Age Group	1990	1991	1992	1993	1994	1995	1996	1997	1998	% Change 1990-98
Under 25	98.357	102.695								
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25 to 30	22,837	24,615	26,045	23,313	25,849	26,442	27,358	26,700	25,868	13.3%
31 to 45	28,280	30,733	32,697	31,526	32,032	31,636	30,248	28,247	27,261	-3.6%
Over 45	5,482	5,837	6,519	5,881	7,165	8,108	7,876	7,707	7,522	37.2%

Enrollment patterns in the various age groups fluctuate from year to year. Currently, approximately 35% of undergraduate students are 25 years of age or older. These enrollment patterns are controlled by various factors, not the least of which is economic climate. In times of recession, citizens in the 20 to 30 years old group are most often affected by fluctuations in employment opportunities. When the economy moves out of a recessionary period, it is this group which first returns to the work force. The strategic master plan for Tennessee higher education, *Higher Education Uniting to Serve Tennesseans*, has a number of specific goals related to improvements in partnerships with business and industry to better serve adult students and the goal of lifelong learning. Figure 9 depicts enrollment trends in four age groups. Of particular interest is the increase in the participation of students' aged 25 to 45 at public institutions since 1990. However, it is important to note that the core enrollment at the undergraduate level remains the traditional student age 24 or younger.

Figure 10: Enrollment by Age for Independent Institutions

Age Group	1993	% of Total	1994	% of Total	1995	% of Total	1996	% of Total	1997	% of Total	1998	% of Total
Under 26	31,689	68.3%	35,872	75.2%	36,239	74.6%	36,383	74.6%	36,690	74.6%	36,999	74.0%
26 to 29	3,297	7.1%	3,600	7.5%	3,801	7.8%	4,128	8.4%	4,234	8.6%	4,301	8.6%
30 to 45	5,189	11.2%	6,328	13.3%	6,401	13.2%	6,051	12.4%	6,214	12.6%	6,514	13.0%
46 and over	1,547	3.3%	1,598	3.3%	1,599	3.3%	1,463	3.0%	1,495	3.0%	1,679	3.4%
Not Reported	4,670	10.1%	329	0.7%	557	1.1%	779	1.6%	581	1.2%	490	1.0%

Enrollment patterns for independent colleges tend to give slightly more emphasis to traditional college-age (18 to 25) groups. Almost 75% of enrollment in independent colleges and universities in the state is under the age of 26. Figure 10 shows enrollment by age group in independent institutions since Fall 1993. Due to the large number of not reported responses in 1993, caution should be used in comparing percentages from 1993 to subsequent years.

6. By the year 2000, public universities in Tennessee will graduate at least 51% of students within six years of enrollment. (88% Attained).

Benchmark 6 and 7 both address persistence-to-graduation data and the reports on both are combined following Benchmark 7.

7. By the year 2000, two-year institutions in Tennessee will graduate at least 35% of students within six years of enrollment. 2 (62% Attained)

Commission staff have done considerable research into methods of calculating persistence-to-graduation statistics for Tennessee's public institutions. In developing the statistics for this part of the report, a cohort is identified as all students enrolling as first-time, full-time, degree-seeking students in a particular fall term. This cohort also includes a small number of first-time, full-time freshmen that were enrolled in the previous summer term and returned in the fall. Graduation records for all state institutions are compared with the

² Due to the change in methodology of calculating two-year college completion rates, explained on page 5, this goal has been changed from 25% of students within three years of enrollment to <u>35% of students within six years of enrollment</u>.

cohort for a six-year period. Any record of a successful completion is found and credited to the institutions that initially enrolled that student. Some examples: A student enrolling at a university or two-year institution who completes a degree at that institution is counted as a successful completion. A student enrolling at a two-year institution that transfers to a university and later receives a degree there is counted as a successful completion.

Formerly, calculation of persistence-to-graduation statistics for two-year institutions was traced only for a three-year period. This three-year period is reasonable for students who enter college relatively well prepared and who are able to attend full time. However, most students in Tennessee public two-year institutions are employed and only able to attend college on a part-time basis. Over 70% of students who ultimately graduate from such schools begin as part-time students. Additionally, it should be noted that these persistence-to-graduation statistics can be significantly impacted by changing employment status.

In addition, increased admissions requirements at universities and open-door admissions policies at two-year institutions have resulted in more students enrolling at two-year institutions who need moderate or extensive remedial or developmental coursework to prepare them for college-level work. Because of these factors, the methodology of calculating two-year college completion rates has been altered to allow for tracking students over six years after initial matriculation.

It must be recognized that completion statistics are, at best, estimates of the actual rates. Large numbers of students are not included in the cohort that is traced to completion. Those ignored by current calculations include any student who first enrolls as a part-time student (many of whom are employed) or any student who begins at an independent institution or an out-of-state institution and later transfers to a Tennessee public institution.

Figure 11: Persistence to Graduation (Percent)

	1986-92	1987-93	1988-94	1989-95	1990-96	1991-97	1992-98
Public Universities	42.92%	43.28%	44.53%	46.06%	45.42%	44.19%	44.85%
Public Two-Year Institutions	25.21%	26.87%	26.34%	25.34%	25.86%	22.33%	22.17%
Independent Institutions		52.30%	51.30%	51.65%	51.46%	53.68%	*

^{*} Pending due to changes in IPEDS form/scheduling.

Figure 11 depicts completion statistics for public universities, two-year institutions, and independent institutions for the past six years. The public university persistence rate increased over the previous year. For public two-year institutions, there was a slight drop in the cohort persistence rate. Great care must be taken in interpreting graduation statistics, especially across different cohorts. It has been suggested that the reverse of these statistics can be regarded as a "drop-out" rate. That is not the case since graduation statistics are very limited in that they trace a particular cohort of students (full-time, first-time, degree-seeking) and trace them to completion. The statistics do not reflect other successful completions and/or transfers.

Completion rates for independent institutions, as shown in Figure 11, have increased to almost 54% and compare favorably with national averages for such institutions. It should be noted that Vanderbilt accounted for 20% of the independent cohort.

Much research has been done on factors that affect persistence-to-graduation rates. Among the most important factors are selectivity of admissions criteria, residence status of students, accessibility of faculty by students, and increased involvement of students in campus activities.

Figure 12: Persistence at Technology Centers

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Number	4,930	4,798	4,751	4,793	4,527	4,417	5,057
Percent	52%	54%	55%	58%	59%	62%	61%

Figure 12 shows completion rates at the state's technology centers. There has been a fairly steady increase in their persistence rates since 1991-92. Appendix D presents detailed information by race for public universities and community colleges.

Much research has been done to determine factors which influence graduation rates and one which seems to bear very strongly on these rates is an institution's ability to retain students from their initial enrollment as freshmen into their sophomore year. Most students who fail to graduate leave during

Figure 13: Retention from Freshman to Sophomore Year

	Freshmen	Return	Return
	Fall 97	Fall 98	Percent
Public Universities	14,427	11,564	80.1%
Public Two-Year	9,181	5,418	59.0%
Totals	23,608	16,982	71.9%

the first year of college. Some of these students will return at a later date and these students are often successful at that stage. Figure 13 tracks student retention in Tennessee by identifying all full-time, first-time freshmen in Fall 1997 and identifying how many of that cohort were still enrolled in a public institution in Fall 1998. Almost three-quarters of the students in the initial cohort (first-time, full-time, degree-seeking) are enrolled at a public institution one year later.

Figure 14: Degrees and Other Awards from Tennessee Institutions, 1997-98

Institution Type	Certif.	Assoc.	Bach.	Prof.	Mast.	Ed.S.	Doct.	Total
Public Universities	53	370	13,836	749	4,775	131	429	20,343
Public Two Year	1,318	5,375						6,693
Public Total	1,371	5,745	13,836	749	4,775	131	429	27,036
Independent		430	7,564	683	2,397	237	246	11,557
Total	1,371	6,175	21,400	1,432	7,172	368	675	38,593

Figure 14 presents the numbers of graduates in public and independent colleges in the state for 1997-98. Appendices E, F, and G give detailed listing of awards by discipline area in state universities, two-year institutions, and technology centers. The data for independent institutions was compiled from the IPEDS Completions survey. It is important to note that independent colleges and universities in the state produce a number of professional degrees. These awards include professional degrees in Theology which are not available at public institutions. Independent institutions accounted for 7% of associate degrees, 35% of bachelors degrees, 48% of professional degrees, 35% of masters/educational specialist degrees, 36% of doctoral degrees and 30% of all degrees awarded in 1997-98.

8. By the year 2000, 75% of students completing university parallel degree programs at public community colleges will enroll in baccalaureate degree programs at state universities. (Continued Progress Needed)

Figure 15: Transfers of Community College University Parallel Majors

	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Graduates	1,087	1,346	1,440	1,616	1,817	1,868	2,075	2,015
Fall Transfers	506	679	710	776	893	918	1,005	986
Transfer Rate	46.55%	50.5%	49.3%	48.0%	49.1%	49.1%	48.4%	46.8%

Figure 15 shows the rate of immediate transfer of community college graduates into the state universities since 1990-91. The state's twelve community colleges offer Associate of Arts and Associate of Science degrees which are intended to prepare students for transfer

into university level study. These are called university parallel programs and accounted for only 30% of the total degrees and awards at two-year institutions in 1997-98. The tracking method currently in use to measure the success of these programs follows all two-year college graduates and identifies those who enroll at a state university during the fall term following their graduation. It must be recognized that a percentage of students in university parallel programs do not immediately enroll at a university following their graduation from a two-year college.

Complicating factors that can significantly impact these figures include local economic conditions and job opportunities of potential graduates. Another fact to be considered is that some students transfer without completing the two-year college program and receiving an associate degree. As shown in Figure 15, there has been a slight increase in the transfer rate of students who took advantage of the university parallel program since 1990.

The present generation of college students is far more mobile than were previous generations. It is not unusual for a student to attend two or more institutions before receiving a degree. The pattern of transfers is often pictured as occurring in only one direction, from two-year institutions to universities. However, it is increasingly common for students to transfer from a university to a two-year institution, often transferring back to the originating university or another institution at a later date. There are also other patterns including transfers between universities, transfers between two-year institutions, transfers between public and independent colleges, and out-of-state transfers. In any given fall term, between 10% and 15% of students who enroll in a Tennessee public institution were enrolled in another institution the previous year.

Figure 16: Transfers to Public Universities

From:	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994		Fall 1996	Fall 1997	Fall 1998	
Public Two-Year	2,406	2,627	3,074	3,463	3,390	3,597	3,598	3,850	3,985	65.63%
Public Universities	1,303	1,346	1,296	1,361	1,302	1,746	1,192	1,147	1,248	-4.22%
Independent	957	815	984	776	766	768	724	687	641	-33.02%
Out-of-State	3,249	3,807	3,486	3,648	3,729	3,383	3,695	3,455	3,231	-0.01%
Totals	7,915	8,595	8,840	9,248	9,187	9,494	9,209	9,139	9,105	15.03%

Figure 16 shows the patterns of transfers to the state's public universities. In 1998, 10% of the total undergraduate enrollment at public universities were transfer students. There has been a 65% increase in transfers from public two-year institutions and a 33% decrease in transfers from Tennessee independent institutions since Fall 1990.

Figure 17: Transfers to Public Two-Year Institutions

	Fall	% Change								
From:	1990	1991	1992	1993	1994	1995	1996	1997	1998	1990-98
Public Universities	2,203	2,282	2,286	2,780	2,473	2,166	2,146	1,914	1,955	-11.26%
Public Two-Year	931	1,003	930	1,207	1,151	1,315	1,364	1,463	1,424	52.95%
Independent	693	690	661	769	723	648	643	596	544	-21.50%
Out-of-State	2,127	2,202	2,346	2,830	2,432	2,526	2,478	2,298	2,392	12.46%
Totals	5,954	6,177	6,223	7,586	6,779	6,655	6,631	6,271	6,315	6.06%

Figure 17 shows the patterns of transfers to public two-year institutions. Transfer students make up 8.1% of total enrollment. It is also significant that, in relation to total enrollment, almost as many students transfer from a university to a two-year institution as from a two-year institution to a university. Both types of institutions accept a number of out-of-state transfer students each year. In all public institutions, out-of-state transfer students make up just over 37% of the total transfer enrollment. There has been a 53% increase in

transfers among public two-year institutions and a 12% increase in transfers from out-of-state institutions to public two-year institutions since Fall 1990.

Figure 18: Transfers Between Independent and Public Two-Year Institutions

From:	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	% Change 1991-98
Independent to 2-year	661	769	723	648	643	596	544	-21.50%
2-year to Independent	1,242	1,360	1,355	1,453	1,559	1,770	1,797	44.68%

There is also considerable transfer activity between the independent sector and public two-year institutions. Figure 18 shows that activity since 1991-92. In this period, transfers from two-year public institutions to independent institutions increased over 44%. Transfers from independent to two-year public institutions decreased during the same time period. Appendices H and I provide more detailed information on the transfer activity for Fall 1998 for public institutions.

9. By the year 2000, the racial composition of enrollments in public higher education institutions will be sufficient to ensure that all Tennesseans, regardless of race, will have access to higher education. (Significant Progress Made)

Figure 19: Undergraduate Enrollment by Race for Public Institutions

Race	1990	1991	1992	1993	1994	1995	1996	1997	1998	% Change 1990-98
Black	21,881	24,280	25,936	26,498	26,646	26,887	27,884	28,240	29,115	33.49%
White	129,400	135,536	139,884	139,873	136,779	136,264	137,313	136,162	134,992	4.32%
Other *	3,678	4,066	4,588	4,799	4,941	6,594	6,047	6,500	6,765	83.93%

^{*} Includes Asian, American Indian, Alaskan Native, Hispanic, and students who did not report a race.

Enrollment of African-Americans in public institutions continues to increase. In 1998, there were 29,115 African-Americans enrolled as undergraduates and 2,450 enrolled as graduate or professional students. Figure 19 shows the undergraduate enrollment patterns by race since 1990. It can be seen that the percentage of African-American undergraduate students has risen from 14.1% in 1990 to 17.0% in Fall 1998. African-Americans account for 16% of the state's population. During that same period, the enrollment of White students has declined from 83.5% in 1990 to 79.0% in 1998.

Figure 20: Graduate & Professional School Enrollment by Race for Public Institutions

Race	1990	1991	1992	1993	1994	1995	1996	1997	1998	% Change 1990-98
Black	1,560	1,589	1,751	1,926	2,117	2,197	2,324	2,450	2,617	67.76%
White	16,460	16,734	17,556	18,442	18,571	18,499	18,734	18,334	17,957	7.91%
Other *	1,437	1,613	1,676	1,804	1,784	1,818	1,812	1,814	1,964	36.67%

^{*} Includes Asian, American Indian, Alaskan Native, Hispanic, and students who did not report a race.

Figure 20 indicates the growth in graduate and professional school enrollment since 1990 by race at public institutions. Enrollment of African-American students in these schools has increased from 8.0% in 1990 to 11.6% in 1998. Enrollment of White students has declined from 84.6% in 1990 to 79.7% in 1998. Other race enrollment (primarily Asian and Hispanic) has remained relatively steady at public institutions; less than 4% of undergraduate and around 8% of graduate and professional enrollment. Appendix J contains an analysis of African-American enrollment in public institutions since 1990.

Figure 21: Total Enrollment by Race for Independent Institutions

Race	1990	1991	1992	1993	1994	1995	1996	1997	1998	% Change 1990-98
Black	6,668	6,607	6,507	6,736	6,701	6,434	6,181	5,874	5,899	-11.53%
White	35,120	35,663	35,398	36,163	36,959	37,630	37,982	38,552	38,703	10.20%
Other *	3,007	2,945	3,297	3,493	4,067	4,533	4,641	4,788	5,381	78.95%

^{**} Includes Asian, American Indian, Hispanic, foreign-born and students who did not report a race.

Note: Beginning in 1997, Knoxville College, a historically black institution, is not included.

Figure 21 shows a history of enrollment by race in independent institutions since Fall 1990. Enrollment of African-American students in the independent sector is comparable to that of public institutions. Almost 12% of total Fall 1998 enrollment in independent institutions is African-American. A fairly high proportion of that enrollment is in five historically Black institutions. Beginning in 1997, African-American enrollment figures reflect the exclusion of Knoxville College, a historically black institution.

Figure 22: Technology Center Enrollment by Race

Race	1992	1993	1994	1995	1996	1997		% Change 1992-1998
Black	3,155	3,139	3,091	3,231	3,104	3,421	3,411	8.11%
White	27,448	27,446	26,154	25,564	25,160	24,761	25,008	-8.90%
Other	327	385	423	420	435	595	575	75.84%

Enrollment of African-American students in the technology centers, as shown in Figure 22, has increased over 8% from 1992 to 1998. Enrollment of other race students that include Asian, American Indian, Hispanic, and students who did not report a race have increased over 75% since 1992.

10. By the year 2000, rates of persistence to graduation will be the same for Blacks as for other racial groups. (Significant Progress Made)

Figure 23: Persistence to Graduation by Race (Public Institutions)

		1986-92	1987-93	1988-94	1989-95	1990-96	1991-97	1992-98	% Change
Universities	Black	27.80%	30.47%	31.42%	31.97%	34.68%	34.59%	35.47%	7.67%
	White	45.96%	45.61%	47.39%	48.99%	47.61%	46.34%	46.81%	0.85%
Two Year	Black	9.96%	13.22%	13.74%	12.90%	15.34%	11.13%	12.58%	2.62%
	White	29.00%	30.00%	29.09%	28.08%	27.43%	24.86%	24.36%	-4.64%

Figure 23 shows the persistence rates for six different cohorts starting with the 1986 cohort. The university persistence rate for African-American students has increased 7.7% since the 1986 cohort. At two-year institutions, there was a 2.6% increase in African-American student persistence compared to 1986. It is important to note that the persistence rate of African-American students has grown at more than three times the rate of White student persistence. White student persistence has remained relatively constant since the 1986 cohort with the two-year institutions experiencing a decline in recent years. These two phenomena combined have resulted in a reduction in the gap between African-American and White persistence -to-graduation rates.

Goal B: By the year 2000, Tennessee will be a national leader in improving the quality of instructional programs and demonstrating this improvement through statewide and institutional assessment.

Benchmarks:

1. By the year 2000, the average ACT COMP scores of graduates of Tennessee's public universities will average 188.5. (Continued Progress Needed)

Figure 24: General Education Outcomes Averages

		1990-92	1993	1994	1995	1996	1997	1998
ACT COMP	Tennessee	182.2	181.8	183.1	181.6	180.8	180.4	180.6
	Norm Group	183.1	180.1	180.1	180.1	181.9	181.9	181.9
COLLEGE BASE	Tennessee		306.4	308.0	310.3	309.4	309.3	305.6
	Norm Group		304.7	300.0	304.0	306.0	305.0	303.0

Figure 24 shows the general education outcome scores compared to the norm group for the two approved tests: ACT COMP (American College Testing College Outcomes Measures Program) and College Base (published by Riverside Publishing Company) since 1990. ACT COMP scores have rebounded slightly from the decline in 1997. For the College Base examinations, Tennessee institutions continue to be above the norm group. Appendix K provides scores for each institution on the ACT COMP or College Base for the past three years.

Additional reports that are related to this goal are presented in the appendices. They are:

Appendix L - A report of the percentages of students accepted into institutions from those who applied for admission and percentages of students enrolling who were regularly admitted as well as those admitted under alternative methods. In Fall 1998, Tennessee's public universities accepted a higher percentage of students from those who applied for admission than they did in 1997. In Fall 1998, 28,452 (75.9%) were accepted from the 37,472 who applied. In Fall 1997, 27,360 (72.3%) were accepted from the 37,818 who applied for admission. Alternative admissions were slightly lower compared to 1997. In Fall 1998, 1,095 students (3.8%) were accepted through alternative means. In Fall 1997, 1,197 (4.4%) were accepted through this method.

Appendix M - Average entering ACT scores for each institution. These scores are taken from ACT reports and reflect the average entering score for all students who took the ACT Examination and who were accepted by the institution in Fall 1998.

Appendix N - Numbers and percentages of students enrolled in remedial and developmental courses. Reports on remedial and developmental coursework can sometimes be subject to misinterpretation since they do not separate the student who merely needs one course, perhaps a writing course or a refresher math course, from the student who needs significant course work in order to be fully ready to begin college work. In the three rightmost columns of Appendix N an attempt is made to look only at students who need significant help; that is, who are taking more than one remedial or developmental course. Other columns in Appendix N also contain relevant information. The total number of students enrolled in remedial or development coursework from 1996 through 1998 are found in the fifth, sixth, and seventh columns of the chart. In all institutions, the total percentage of students enrolled in any amount of remedial or developmental coursework has declined from 51.9% in 1996 to 50.0% in 1998. Since 1990, the percentage of students needing significant remedial or developmental coursework has declined over 7%. This percentage means that almost 2,000 fewer first-time freshmen enrolled in remedial or development coursework in Fall 1998 compared to Fall 1990.

Appendix O shows the need for remedial or developmental coursework of students 18 years of age or younger. These are students who graduated only three months before matriculation into college. Figure 25 is a summary of

Figure 25: Need for Remedial or Developmental Coursework of 1998 High School Graduates

	Taking No	Taking Only	Taking Only	Taking Mix
	R&D	Developmental	Remedial	of R&D
Universities	72.25%	23.58%	1.40%	2.77%
Two-Year Institutions	36.05%	39.31%	5.12%	19.52%
All Levels	60.58%	28.65%	2.60%	8.18%

data in Appendix O. It should be noted that almost three-quarters of recent high school graduates needed no remedial or developmental coursework. In all institutions, less than 3 percent of students were taking only remedial coursework, 28.6% were taking only developmental coursework and 8.2% were taking a mix of remedial/developmental courses.

2. By the year 2000, passing rates on professional licensure examinations of graduates of Tennessee's public higher education professional schools will remain above national levels. (Overall Attained)

Figure 26 includes national licensure examination pass rates for 1995 through 1997 at public universities. The percentages shown in this figure are weighted averages of the information found in Appendix P. It should be noted that the cut-off scores for these examinations can change over time as well as the test content and/or which structure makes comparisons across years difficult. In most cases, at least 85% of test takers these national examinations. Passing these *Due to changes in testing agency procedures, complete scores for 1997 are not available.

Figure 26: National Licensure Examinations Pass Rates

	19	96	19	97	19	98
Licensure Exam	Number	Percent	Number	Percent	Number	Percent
Medical Technology	27	96.1%	34	87.8%	24	91.8%
Dental Hygiene	46	95.5%	62	95.1%	70	89.9%
Engineering	496	70.0%	615	77.4%	683	74.7%
Nursing	516	91.8%	508	91.0%	674	90.4%
Law *	262	85.8%			337	84.9%
Dentistry	64	95.3%	81	99.0%	74	100.0%
Pharmacy	65	98.5%	68	98.5%	71	100.0%
Physical Therapy	82	88.7%	88	97.7%	99	90.9%
Medical, Step I	219	93.1%	223	94.6%	216	93.5%
Medical, Step II	208	92.9%	206	97.3%	220	95.6%
Medical, Step III	177	92.8%	190	97.3%	193	93.5%

exams is required for practicing in these professions. The national pass rate for the nursing exam was 87.8%; for the engineering exam it was 69%. The national norms for many of these tests are no longer being published.

- 3. By the year 2000, 75% of students completing university parallel degree programs at public community colleges in Tennessee will enroll in baccalaureate degree programs at state universities. (See Goal A, Benchmark 8 for data concerning transfer rates.)
- 4. By the year 2000, rates of transfer from public community colleges to state universities in Tennessee will be the same for Blacks as for other racial groups. (Overall Attained)

Figure 27 reveals transfer rates for African-American students who took advantage of the university parallel program and transfer rates for the total population of students who took advantage of this program. In 1990-91, only 26 African-American graduates of two-year institutions' university parallel programs transferred to universities. These 26 students represented only 29% of two-year college graduates who subsequently transferred. In 1998, 101 students representing 46.8% of African-American graduates transferred from university parallel programs.

Figure 27: Transfer Rates by Race-University Parallel Majors-Community Colleges

	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Black Only						•		
Graduates	90	120	137	161	193	229	256	216
Fall Transfers	26	56	65	56	81	104	102	101
Transfer Rate	28.89%	46.67%	47.45%	34.78%	41.97%	45.41%	39.84%	46.8%
Total								
Graduates	1,087	1,346	1,440	1,616	1,817	1,868	2,075	2,105
Fall Transfers	506	679	710	776	893	918	1,005	986
Transfer Rate	46.55%	50.45%	49.30%	48.02%	49.15%	49.14%	48.43%	46.8%

- 5. By the year 2000, a Superior Teaching Program will be fully funded and implemented across the state. (See Goal F, Student Financial Aid section for available award programs.)
- 6. By the year 2000, cumulative collections of materials in libraries at Tennessee public institutions will be current and these libraries will be able to provide ready access to materials necessary to support their instructional and research needs. (Continuing Progress)

Figure 28: Expenditures on Books

							% Change
	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1992-1998
Volumes Added	159,849	147,047	143,057	163,020	147,003	145,790	-8.80%
Expenditures on Books (X 1000)	\$7,077	\$6,863	\$8,108	\$7,584	\$8,599	\$7,870	11.21%

A very important indicator of an institution's commitment to currency in its library collection is the number of volumes purchased in a given year. Figure 28 compares the number of volumes added to collections in 1992-93 with those added during the past years in all public colleges and universities in the state. Volumes added have declined in 1997-98 while expenditures increased over 1995-96. One factor that may contribute to reduced book volume is the increased use of technology (e.g., electronic databases, web-based research resources) on campuses.

Other Benchmarks of Quality

One important area is the accreditation of academic and professional programs. Figure 29 reports the status of accreditation of specialized programs in public institutions. Appendices Q and R list accreditation by discipline for all

Figure 29: Accreditation

	Accreditable	Accredited	% Accredited
Universities	365	356	97.53%
Two-Year Institutions	80	80	100.00%

public higher education institutions. All specialized programs at two year institutions are accredited; 98% of these programs are accredited at public universities.

Job placement rates for vocational programs at Tennessee's two-year colleges and technology centers may be found in Appendix S. Two year institutions had a 91% placement rate for 1997-98. Technology Centers had an 88% placement rate for 1997-98.

Legislation requires that this report present the numbers of students enrolled at correctional institutions. In Fall 1998, there were 52 students enrolled at sites identified as correctional institutions. This number represents less than one-half of one percent of the total enrollment. It cannot be said with assurance that all these students are inmates since guards and other correctional employees may also enroll in these courses.

Figure 30 reports the percentage of lower-division courses taught by various faculty for 1997-98. Full or part-time faculty taught most courses with 82% at University of Tennessee campuses, 81% in Tennessee Board of Regents universities, and 95% in two-year institutions. A report by institution can be found in Appendix V

Figure 30: Percent of Courses Taught by Various Faculty

	Full-Time	Part-Time	Grad	Other
	Faculty	Faculty	Asst	Staff
TBR Univ.	56.5%	23.6%	14.4%	5.5%
Univ. of TN	62.6%	19.1%	15.4%	2.1%
TBR Two-Year	55.0%	40.4%	0.0%	4.7%

for all public universities and community colleges. These rates have not changed much in recent years.

Goal C: By the year 2000, Tennessee's colleges and universities will be among the nation's leading institutions in preparing graduates with the knowledge and skills essential for effective teaching.

Benchmarks:

1. By the year 2000, 1,800 individuals will complete teacher education programs in Tennessee public universities each year. Of that number, 396 (22%) will be Black. (Overall Attained, Significant Minority Progress Made)

Figure 31: Teacher Education Completers

										% Change
		1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1990-98
Public	Total	1,379	1,799	1,571	1,448	1,356	1,571	1,605	1,731	25.52%
	Black	54	61	78	79	79	123	123	141	161.11%
Independent	Total	883	891	846	746	816	861	1,007	1,071	21.29%
	Black	37	43	36	39	48	37	34	41	10.89%
Total	Total	2,262	2,690	2,417	2,194	2,172	2,432	2,612	2,802	23.87%
	Black	91	104	114	118	127	160	157	182	100.00%

Figure 31 is a report on teacher education completers since 1990-91. This table does not include persons seeking graduate degrees but does include all baccalaureate program completers and those completing teacher education requirements who already possess a degree. At public institutions, there has been a 25.5% increase in the number of completers compared to 1990-91. African-American completers have increased substantially since 1990-91 at public institutions. At independent institutions, there has been a 21.3% increase in the number of completers and a 10.9% increase in African-American completions. Approximately 38% of teacher education program completers were from independent institutions.

2. By the year 2000, 95% of teacher education graduates in Tennessee's public universities will pass the NTE or an equivalent examination. (Overall Attained)

Figure 32: National Teacher Exam (NTE) Pass Rate

		1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Public	No. Passed	1,640	1,486	1,668	1,676	1,608	1,521	1,727	1,704	1,716
	% Passing	96.59%	94.68%	87.61%	91.99%	94.81%	95.17%	95.68%	98.38%	95.12%
Independent	No. Passed	742	855	912	841	798	780	879	907	876
	% Passing	89.83%	96.84%	87.17%	92.93%	95.11%	93.08%	95.11%	95.47%	95.84%

Note: pass rate declined in 91-92 due to changes in cut-off scores.

Figure 32 contains statistics concerning pass rates on the National Teacher Exam. The apparent drop in pass rates from 1990-91 to 1991-92 is due to changes in state policy which raised the cut-off scores for passing the exam. A total of 2,611 students successfully completed the NTE examinations in 1997-98.

Goal D: By the year 2000, Tennessee will have improved both the quality and quantity of research and public service so that the state is recognized for its superior research and service activities.

Benchmarks:

1. Expenditures on research at universities from restricted accounts will reach \$230,000,000 by the year 2000. (Continued Progress Needed)

Figure 33: Research Expenditures at Public Universities

								% Change
	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1992-1998
Expenditures (X 1000)	\$100,403	\$111,455	\$117,770	\$114,635	\$116,494	\$118,220	\$118,162	17.69%
Adjusted for Inflation *	\$100,403	\$108,557	\$112,058	\$105,762	\$104,215	\$102,851	\$100,319	0.00%

^{*} Adjusted to reflect 1992 constant dollars.

Figure 33 contains data showing growth in research expenditures at public universities. The increase in 1996-97 over 1991-92 was almost 18%. These expenditures are from grants and other private sources and do \underline{not} include money from state appropriations for higher education. However, it should be noted that, after adjusting for inflation, there has been little change in expenditures. Changes in federal appropriations to specialized research programs can significantly impact these trends.

2. Expenditures on public service at universities from restricted accounts will reach \$43,000,000 by the year 2000. (Overall Attained)

Figure 34: Public Service Expenditures

								% Change
	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1992-1998
Expenditures (X 1000)	\$32,200	\$38,539	\$40,112	\$43,884	\$47,115	\$46,174	\$43,954	36.50%
Adjusted for Inflation *	\$32,200	\$37,537	\$38,167	\$40,487	\$42,149	\$40,171	\$37,317	15.89%

^{*} Adjusted to reflect 1992 constant dollars.

Figure 34 shows the growth in public service expenditures since 1991-92. Growth of expenditures during this period has exceeded that of research expenditures. These expenditures are from grants and other private sources and do <u>not</u> include money from state appropriations for higher education. It should be noted that, after adjusting for inflation, there has been a recent decline in public service expenditures.

Figure 35: Research and Public Service Expenditures, Independent Institutions

							% Change
Expenditures (X 1000)	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1992-1997
Research	\$78,968	\$85,063	\$93,793	\$95,369	\$98,759	\$125,242	58.60%
Public Service	\$57,927	\$65,468	\$76,175	\$80,242	\$104,259	\$115,666	99.67%

Tennessee's independent colleges and universities play an important part in research and public service. Figure 35 depicts expenditures for research and public service for all independent institutions since 1991-92. As in the public sector, growth of expenditures in public service has exceeded that of research. The expenditure of research and public service efforts are not evenly distributed across all institutions in the independent sector; the bulk of the expenditures occur at three institutions: Vanderbilt University, Meharry Medical College, and Southern College of Optometry.

Goal E: By the year 2000, Tennessee's higher education institutions will be able to compete for the very best faculty and staff.

Benchmarks:

1. By the year 2000, faculty salaries at Tennessee public institutions will be above those of their peers in other states. (Continued Progress Needed)

Figure 36 gives 1997-98 salary comparisons with peer institutions. The composition of peer groups underwent a major review and revision in 1994. In this review, 10 peer institutions were selected for these four groups/institutions based on a number of objective criteria. Peer

Figure 36: 1997-98 Salary Comparisons

	Average	Peer	% of
	Salary	Average	Peer
Univ. of Tennessee, Knoxville	\$57,210	\$61,218	93.45%
University of Memphis	\$50,469	\$55,342	91.19%
All Other Universities	\$45,932	\$47,118	97.48%
All Two-Year Institutions	\$36,623	\$38,607	94.86%

institutions were limited to the 15 member states of the Southern Regional Education Board (SREB). For 1997-98, average salaries of Tennessee public institutions are below their peers.

Figure 37: Percentage Comparisons

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Univ. of Tennessee, Knoxville	90.10%	94.90%	93.82%	98.73%	95.48%	96.58%	93.45%
University of Memphis	94.30%	96.44%	92.48%	100.83%	93.18%	93.29%	91.19%
All Other Universities	95.80%	100.97%	95.58%	106.27%	100.07%	99.98%	97.48%
All Two-Year Institutions	98.50%	98.88%	99.39%	105.55%	96.69%	97.40%	94.86%

Figure 37 shows percentage comparisons in faculty salaries since 1991-92. Caution should be exercised in comparing percentages across years, due to the changes in the makeup of the peer group composite. While there was some early progress, there has been a decline in recent years in faculty salaries among Tennessee public institutions relative to their peers. This decline can significantly impact the recruitment of new faculty and the retention of existing faculty.

By the year 2000, Tennessee's higher education institutions will have Goal F: garnered sufficient resources to achieve the high quality and access envisioned in the goals of Tennessee Challenge 2000.

Benchmarks:

1. By the year 2000, Tennessee's public higher education institutions will merit a proportion of state dollars above that currently received. (Continued Progress Needed)

Figure 38: State Appropriations for Higher Education

1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
\$709,434,000	\$676,442,900	\$758,406,200	\$825,932,300	\$880,032,200	\$904,276,979	\$906,661,100	\$909,845,000

Tennessee's public higher education institutions have always worked assiduously to merit the confidence placed in them by the citizens of Tennessee and their elected representatives. An example of Tennessee's commitment to higher education can be found by examining the changing state appropriation for higher education. Figure 38 is based on the latest available data from the Department of Finance and Administration. Tennessee's General Assembly continues to support higher education. In a national study, Tennessee was found to be second in the nation in the percentage increase in state spending for higher education over the years 1991 and 1992. In more recent years, the percentage of state appropriations for higher education has declined from 19.7% to 15.1% of total appropriations.

Financial Health of Independent Colleges and Universities

The financial health of independent Figure 39: Key Financial Ratios, Independent Colleges colleges and universities is critical to institutions' these continued contributions to higher education in Tennessee. Figure 39 presents four key financial ratios that are used to evaluate the financial health of higher education institutions. The first of these, the net revenue ratio, is calculated by subtracting the total current expenditures from the total current fund revenues and dividing the result by the total current expenditures. A positive ratio of one to three percent over a three to five year

* Pending due to changes in IPEDS form/scheduling. trend line indicates a strong financial

	Net	Tuition & Fees	Gifts and	Instructional
	Revenue	Contribution	Grants	Cost
Year	Ratio	Ratio	Ratio	Ratio
1986-87	1.45%	44.33%	17.18%	30.95%
1987-88	-0.02%	44.95%	15.48%	29.63%
1988-89	2.19%	45.38%	14.80%	28.73%
1989-90	0.15%	45.52%	13.53%	33.11%
1990-91	1.79%	46.17%	13.25%	32.90%
1991-92	1.84%	45.50%	13.17%	33.57%
1992-93	1.07%	46.33%	12.81%	31.75%
1993-94	-0.22%	47.14%	12.05%	32.65%
1994-95	0.76%	48.26%	12.50%	33.34%
1995-96	6.84%	46.62%	11.47%	32.65%
1996-97*				

condition. This ratio has hovered around 1 percent until 1995-96 when there was a large increase in the ratio.

The second ratio, tuition and fees contribution, is calculated by dividing total tuition and fee revenue by total educational and general expenditures. Ideally, this ratio should decline over the long term as gifts and endowments are developed to contribute to educational and general expenditures. A dramatic rise in this index might signal an over-reliance on tuition revenue to support the institution. Most liberal arts colleges with small endowments maintain a ratio of between 70 and 80 percent on this index. There has been a decline in this ratio in 1995-96.

The third ratio, gifts and grants, results from dividing the revenue from private gifts and grants by total educational and general expenditures. Most liberal arts colleges with small endowments range between 10% and 15% on this index. Falling below 10% is a sign of an over-dependency on tuition revenue. The decline in the gifts and grants' ratio in Tennessee is reflective of a decrease in support from private sources at many independent institutions, over the last six years. It is likely that this decrease was a result of the downturn in the economy in earlier years. In more recent times, the downturn is reflective of the increasing competition for private gifts and grants from a variety of sources.

The fourth ratio, instructional cost, is calculated by dividing the direct expenditures for instruction by total educational and general expenditures. This index reflects an institution's ability to maintain academic quality through its shifting of resources to support the instructional program over a given time period. This should be a relatively stable index. Colleges seeking to strengthen their academic quality should be increasing their instructional cost ratio as time passes. Most liberal arts colleges with small endowments maintain a ratio on this index of 30% to 40%. In Tennessee, more campus resources have been shifted to faculty salaries and instructional materials to continue the institutions' emphasis on teaching. This ratio declined in 1995-96.

A chart detailing the figures used in these calculations is found in Appendix T.

Declared Enrollment Capacity of Independent Institutions

A survey of independent institutions conducted by the Tennessee Independent Colleges and Universities in Fall 1998 requested campus administrators to estimate their enrollment capacity. The resulting composite figure was 52,418 FTE. Since the total FTE enrollment of independent institutions in Fall 1998 was 45,824, the resulting difference is 6,594 students. A complete listing of the institutional estimates and the supporting data is found in Appendix U. At some institutions, the declared capacity would result in doubling the student-to-faculty ratio and in others the declared capacity would result in a dramatic reduction in the ratio of students to available instructional space.

Of the independent institutions' 25,725 spaces in residence halls available in Fall 1998, 22,640 were in use. This left 3,085 spaces vacant, a vacancy rate of 11.99%.

Student Financial Aid

<u>Tennessee Student Assistance Award Program</u> - Figure 40 is an analysis of the distribution of funds (\$20,459,002) under the Tennessee Student Assistance Award for 1997-98.

Figure 40: Tennessee Student Assistance Awards, 1997-98

	Fall 1997						
	Undergraduate	Number of	% Receiving	% of Total	Total Amount	% of Total	Average
Category of Institutions	Enrollment	Awards	Awards	Awards	of Awards	Amount	Award
Independent Institutions	39,954	3,334	8.34%	15.98%	\$7,014,146	34.38%	\$2,104
Public Two-Year	77,039	4,961	6.44%	23.78%	1,982,511	9.69%	400
Public four-year	93,863	11,123	11.85%	53.30%	10,417,443	50.92%	937
Technology Centers		603		2.90%	107,390	0.53%	178
Other		844		4.04%	916,667	4.48%	1.086
Totals - as of 11/04/98		20,865		100.00%	\$20,459,002	100.00%	\$980

On May 31, 1993, Governor McWherter signed a bill of the General Assembly titled "The Tennessee Student Assistance Awards Restoration Act." The stated purpose of this act was "to restore the value of the Tennessee Student Assistance Award maximum grant to approximate its value in 1981 constant dollars, and to provide financially needy students

enrolled at Tennessee independent colleges and universities with a state grant of sufficient size to reduce the impact of institutional price on their higher education enrollment decision." The Act linked the maximum award under TSAA to 50% of the average amount of out-of-state tuition and fees charged by public four-year institutions. In May 1996, the General Assembly appropriated \$2.75 million for this purpose in 1996-97. Figure 40 provides an overview of student enrollment in Tennessee post-secondary institutions for 1997-98 and the distribution of TSAA awards and funds. Private independent institutions enrolled 15.98% of TSAA recipients (3,334 students) and 34.38% of TSAA funds, thanks in part to the "Restoration Act" which allowed the average award to increase to \$2,104. Figure 41 is a study of trends in the distribution of TSAA awards and funds since 1990. The number of student awards at private independent institutions in 1997-98 continued to show a steady decline--a drop of 3.1% since 1990-91. Numbers of recipients attending public universities have remained rather consistent but state community colleges and technology centers have increased their participation—up by 4.8% and 1.4%.

Figure 41: Tennessee Student Assistance Awards, 1990-91 to 1997-98

		Percentage of Numbers of Awards							
Category of Institutions	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1990-1998
Independent Institutions	19.1%	18.2%	18.0%	17.5%	16.4%	16.6%	16.7%	16.0%	-3.1%
Public Two-Year	19.0%	21.2%	22.1%	24.1%	26.7%	25.6%	25.8%	23.8%	4.8%
Public Four-Year	53.4%	55.1%	54.8%	54.4%	52.2%	52.8%	51.7%	53.3%	-0.1%
Technology Centers	1.5%	1.3%	1.2%	1.2%	1.6%	2.0%	2.2%	2.9%	1.4%
Other	7.2%	4.2%	3.9%	2.9%	3.1%	3.0%	3.7%	4.0%	-3.2%

			Percentag	e of Dolla	r Amount o	of Awards			% Change
Category of Institutions	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1990-1998
Independent Institutions	33.2%	33.5%	31.7%	35.9%	38.6%	36.8%	38.2%	34.4%	1.2%
Public Two-Year	8.4%	9.2%	9.9%	10.0%	10.9%	10.7%	10.5%	9.7%	1.3%
Public Four-Year	47.8%	50.9%	53.0%	50.3%	46.7%	48.7%	46.9%	50.9%	3.1%
Technology Centers	0.2%	0.1%	0.1%	0.1%	0.2%	0.2%	0.2%	0.5%	0.3%
Other	10.4%	6.3%	5.4%	3.7%	3.7%	3.6%	4.1%	4.5%	-5.9%

Ned McWherter Scholars Program - This program encourages academically talented Tennessee high school graduates to attend college in Tennessee. Applicants for the scholarships must have at least a 3.5 cumulative grade point average and be in the top 5% of scores on national college entrance tests. The total award is \$6,000 per year. Of this amount, half comes from state funds and half from the institution that enrolls the student. The student must attend college full-time and maintain a 3.2 cumulative grade point average to remain eligible for the award. Figure 42 shows the institutions in which recipients of the grants were enrolled in 1996-97. Approximately 36% of these awards went to students enrolled in independent institutions.

Figure 42: Ned McWherter Scholars Program* (Total of 205 recipients in 1997-98)

	Number of		Number of	
Institution	Students	Institution	Students	
Austin Peay State University	3	Milligan College	1	
Belmont University	1	Rhodes College	9	
Bryan College	1	Tennessee Technological University	17	
Carson-Newman College	2	Union University	3	
Christian Brothers University	2	University of Memphis	6	
David Lipscomb University	5	University of the South	1	
East Tennessee State University	5	University of Tennessee, Chattanooga	3	
Lambuth University	1	University of Tennessee, Knoxville	92	
Maryville College	2	University of Tennessæ, Martin	2	
Middle Tennessee State University	5	Vanderbilt University	44	

Tennessee Teacher Loan/Scholarship Program - The Teacher Loan/Scholarship Program was authorized by the Comprehensive Education Reform Act of 1984 to encourage outstanding students to enter the teaching profession and to allow existing teachers to retrain in an academic area in which there was a shortage of teachers. Until the 1995-96 academic year, these forgivable loans were available to Tennessee residents who agreed to teach in the Tennessee public K-12 schools upon graduation. This program is now in phase out, and is currently available only to prior recipients of the awards. Figure 43 shows the institutions in which these prospective teachers were enrolled in 1997-98. Approximately 40% of these students were enrolled in independent institutions. Awards for the 1997-98 academic year totaled \$65,922 for 30 renewal applicants.

Figure 43: Tennessee Teacher Loan/Scholarship Program (Total of 30 recipients in 1997-98)

Institution	Number of Students	Institution	Number of Students
Austin Peay State University	1	Tennessee Technological University	2
Carson-Newman College	4	Tusculum College	1
David Lipscomb University	1	Union University	4
East Tennessee State University	1	University of Memphis	2
Martin Methodist College	1	Univ. of Tennessee, Knoxville	7
Middle Tennessee State University	2	Univ. of Tennessee, Martin	3
Milligan College	1		

Minority Teaching Fellows Program - This program was established to encourage talented minority Tennesseans to select teaching as a career choice. The award is \$5,000 per year and a maximum of \$20,000 over 4 years. Recipients incur an obligation to teach in a Tennessee public school one year for each year of the award. Figure 44 shows the institutions in which these prospective teachers were enrolled in 1997-98. Approximately 19% of these students were enrolled in independent institutions.

Figure 44: Tennessee Minority Teaching Fellows Program (Total of 105 recipients in 1997-98)

Institution	Number of Students	Institution	Number of Students
Austin Peay State University		Middle Tennessee State University	12
Carson-Newman College	1	Northeast State Tech. Comm. College	1
Christian Brothers University	4	Rhodes College	1
Crichton College	1	Tennessee State University	10
David Lipscomb University	1	Tennessee Technological University	2
East Tennessee State University	1	Tusculum College	2
Fisk University	1	University of Memphis	14
Jackson State Comm. College	1	University of the South	1
Lambuth University	1	University of Tennessee, Chattanooga	7
Lane College	1	University of Tennessee, Knoxville	20
Lee University	1	University of Tennessee, Martin	10
LeMoyne-Owen College	4	Vanderbilt University	1

<u>Teacher Loan Program for Disadvantaged Areas of Tennessee</u> - This program was authorized by the Tennessee General Assembly as an incentive for outstanding students to enter teaching. Until the 1995-96 academic year, these forgivable loans were available to a maximum of 20 students who agreed to teach in a public K-12 school located in a disadvantaged geographic area of the state. This program, now in phase out, is currently available only to renewal applicants. The final renewal applicant for this program was enrolled at Middle Tennessee State University in 1997-98.

<u>Tennessee Teaching Scholars Program</u> - This program was established by the Tennessee General Assembly in 1995 to encourage exemplary students to enter the teaching force. Participation in this program is limited to college juniors, seniors, and post-baccalaureate students admitted to a state approved teacher education program in Tennessee. Recipients of these awards incur an obligation to teach one year in a Tennessee public school for each year the award is received, or repay the loan with substantial interest. In 1997-98, the program awarded \$327,478 to 116 students. Figure 45 shows the institutions in which these prospective teachers were enrolled for the 1997-98 academic year. Approximately 35% of these students were enrolled in independent institutions.

Figure 45: Tennessee Teaching Scholars Program (Total of 116 recipients in 1997-98)

	Number of		Number of
Institution	Students	Institution	Students
Aquinas College	1	Lincoln Memorial University	1
Belmont University	4	Martin Methodist College	2
Bethel College	1	Middle Tennessee State University	6
Bryan College	1	Tennessee State University	6
Carson-Newman College	3	Tennessee Technological University	6
Christian Brothers University	2	Tennessee Wesleyan College	4
Crichton College	1	Trevecca Nazarene University	2
Cumberland University	1	Tusculum College	5
David Lipscomb University	1	Union University	5
East Tennessee State University	2	University of Memphis	12
Free Will Baptist Bible College	1	University of Tennessee, Knoxville	42
Freed-Hardeman University	1	University of Tennessee, Martin	1
King College	1	Vanderbilt University	4

<u>Contract Education Program</u> - Tennessee contracts with independent colleges and universities within the state to provide spaces for Tennessee residents in programs that are needed by the state and which are not available in public institutions. Some of these spaces are provided through the Southern Regional Education Board's Regional Contract-for-Services Program and others are contracted directly with institutions. Figure 47 shows the trends for the schools in Tennessee that participate in the Contract Education Program, the numbers of positions contracted for, and the total amount of contracted services. The total number of positions has declined from 191 in 1994-95 to 171 in 1997-98. This decline has

been due to across the board cuts in these programs as a result of reduced state appropriations. Since 1991-92, funding for this program has declined.

Figure 46: Contract Education Program

	19	94-95	19	995-96	19	996-97	19	997-98	19	998-99
Independent Institution	No.	Amount								
John A. Gupton College	20	\$36,620	20	\$36,620	20	\$36,620	20	\$35,012	20	\$36,600
Maryville College	2	\$4,520	2	\$8,736	2	\$9,434	2	\$9,020	2	\$9,430
Meharry Medical College	88	\$1,507,474	83	\$1,457,772	83	\$1,471,012	80	\$1,407,223	80	\$1,439,470
So, College of Optometry	73	\$503,700	69	\$493,350	65	\$481,000	60	\$459,876	60	\$468,000
Vanderbilt University	8	\$51,752	8	\$52,706	8	\$53,690	7	\$41,207	4	\$40,000
Totals	191	\$2,104,066	182	\$2,049,184	178	\$2,051,756	171	\$1,952,338	166	\$1,993,500

Appendices

- A Fall Enrollment
- B Enrollment Trends
- C Graduate and Professional School Enrollment
- D Persistence -to-Graduation by Institution
- E Degrees and Awards: Public Universities
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Appendix A

Fall 1998 Enrollments

Public Universities	Undergraduate	Graduate & Prof.	Total
Austin Peay State University	6,974	534	7,508
East Tennessee State University	9,623	2,107	11,730
Middle Tennessee State University	16,430	2,002	18,432
Tennessee State University	7,021	1,729	8,750
Tennessee Technological University	6,903	1,312	8,215
University of Memphis	15,143	4,957	20,100
University of Tennessee, Chattanooga	7,323	1,359	8,682
University of Tennessee, Knoxville	19,694	6,363	26,057
University of Tennessee, Martin	5,491	346	5,837
University of Tennessee, Memphis	306	1,829	2,135
Subtotal	94,908	22,538	117,446
Public Two-Year Institutions			
Chattanooga State Technical Community College	8,359		8,359
Cleveland State Community College	3,330		3,330
Columbia State Community College	4,366		4,366
Dyersburg State Community College	2,265		2,265
Jackson State Community College	3,628		3,628
Motlow State Community College	3,365		3,365
Northeast State Technical Community College	3,961		3,961
Nashville State Technical Institute	7,271		7,271
Pellissippi State Technical Community College	8,058		8,058
Roane State Community College	5,366		5,366
Shelby State Community College	4,542		4,542
State Technical Institute at Memphis	8,835		8,835
Volunteer State Community College	6,718		6,718
Walters State Community College	5,900		5,900
Subtotal	75,964		75,964
Grand Total	170,872	22,538	193,410

Fall 1998 Enrollments (continued)

Independent Institutions	Undergraduate	Graduate & Prof.	Total
Aquinas College	362		362
Belmont University	2,461	502	2,963
Bethel College	645	66	711
Bryan College	529		529
Carson-Newman College	2,066	270	2,336
Christian Brothers University	1,560	327	1,887
Crichton College	803		803
Cumberland University	1,029	177	1,206
David Lipscomb University	2,278	102	2,380
Fisk University	759	67	826
Free Will Baptist College	334		334
Freed-Hardeman University	1,391	342	1,733
Hiwassee College	397		397
John A. Gupton College	88		88
Johnson Bible College	505	101	606
King College	562		562
Lambuth University	977		977
Lane College	627		627
Lee College	3,015	73	3,088
Lemoyne-Owen College	843		843
Lincoln Memorial University	958	792	1,750
Martin Methodist College	536		536
Maryville College	944		944
Meharry Medical College	172	684	856
Memphis College of Art	225	45	270
Milligan College	828	99	927
Rhodes College	1,452	14	1,466
Southern College of Optometry		480	480
Southern Adventist University	1,669	55	1,724
Tennessee Wesleyan College	796		796
Trevecca Nazarene College	1,067	515	1,582
Tusculum College	1,251	292	1,543
Union University	1,996	315	2,311
University of the South	1,331	99	1,430
Vanderbilt University	5,818	4,292	10,110
Grand Total	40,274	9,709	49,983

Appendix B

Total Headcount Enrollment Ten-Year Trend

	Public	% of	Independent	% of	Total
Year	Institutions	Total	Institutions	Total	Enrollment
1989	166,549	79.09%	44,045	20.91%	210,594
1990	174,416	79.57%	44,795	20.43%	219,211
1991	183,386	80.22%	45,215	19.78%	228,601
1992	191,548	80.91%	45,202	19.09%	236,750
1993	193,342	80.65%	46,392	19.35%	239,734
1994	190,838	79.99%	47,727	20.01%	238,565
1995	192,259	79.82%	48,597	20.18%	240,856
1996	194,114	79.91%	48,804	20.09%	242,918
1997	193,527	79.73%	49,214	20.27%	242,741
1998	193,410	79.46%	49,983	20.54%	243,393

Headcount Enrollment of Tennessee Residents Five Year Trend

Year	Public Institutions	% of Total	Independent Institutions	% of Total	Total Enrollment
1994	172,035	87.79%	23,936	12.21%	195,971
1995	174,099	87.74%	24,326	12.26%	198,425
1996	175,540	87.30%	25,536	12.70%	201,076
1997	175,466	88.20%	23,467	11.80%	198,933
1998	174,292	87.10%	25,809	12.90%	200,101

Appendix C

Graduate and Professional School Enrollment in Public Universities

Area:	1990	1991	1992	1993	1994	1995	1996	1997	1998	% Change 1990-1998
Business	2,036	2,180	2,181	2,304	2,380	2,429	2,496	2,578	2,662	30.75%
Education	4,191	4,101	4,315	4,627	4,677	4,835	4,991	5,172	5,340	27.42%
Computer Science & Engineering	1,755	1,782	1,855	1,879	1,854	1,671	1,569	1,483	1,466	-16.47%
Allied Health & Medical Fields	2,198	2,362	2,586	2,730	2,777	2,795	2,822	2,960	2,978	35.49%
Law	901	879	870	897	916	945	923	995	945	4.88%
Mathematics & Science	1,231	1,267	1,314	1,392	1,463	1,445	1,396	1,442	1,410	14.54%
All Others	7,145	7,365	7,862	8,343	8,405	8,394	8,673	7,995	7,737	8.29%
Totals	19,457	19,936	20,983	22,172	22,472	22,514	22,870	22,625	22,538	15.83%

Appendix D

Persistence to Graduation at Public Institutions

	1	991-1997	7	1	1992-1998	3
Universities	Black	White	Total ¹	Black	White	Total ¹
Austin Peay State University	30.12%	36.89%	34.83%	38.57%	41.95%	41.50%
East Tennessee State University	38.64%	40.26%	39.32%	28.95%	39.78%	38.68%
Middle Tennessee State University	31.89%	38.63%	37.56%	29.45%	39.61%	38.06%
Tennessee State University	36.41%	32.56%	35.58%	38.57%	29.58%	37.72%
Tennessee Technological University	34.62%	47.96%	47.54%	36.84%	49.96%	49.33%
University of Memphis	24.28%	38.72%	35.62%	30.31%	35.53%	34.86%
University of Tennessee, Chattanooga	39.82%	45.34%	44.61%	41.74%	47.20%	46.48%
University of Tennessee, Knoxville	47.69%	60.32%	59.13%	45.41%	60.36%	59.17%
University of Tennessee, Martin	33.91%	43.10%	41.15%	29.84%	44.27%	40.81%
Overall Averages	34.59%	46.34%	44.19%	35.47%	46.81%	44.85%

¹ Totals also include students of other races than White or African-American.

	1	991-1997	7	•	1992-1998	3
Two-Year Institutions	Black	White	Total ¹	Black	White	Total ¹
Chattanooga State Technical Community College	7.84%	21.06%	19.22%	10.06%	18.35%	16.74%
Cleveland State Community College	3.70%	29.44%	27.98%	4.88%	26.80%	24.95%
Columbia State Community College	12.90%	32.45%	31.42%	13.73%	33.55%	31.44%
Dyersburg State Community College	3.64%	24.83%	22.07%	16.36%	26.69%	25.50%
Jackson State Community College	10.68%	29.23%	25.11%	12.04%	25.07%	22.01%
Motlow State Community College	25.81%	29.01%	28.68%	16.67%	30.20%	28.57%
Northeast State Technical Community College	0.00%	25.81%	25.26%	18.18%	29.36%	28.83%
Nashville State Technical Institute	8.53%	25.21%	19.95%	8.49%	20.51%	17.29%
Pellissippi State Technical Community College	11.11%	21.06%	20.72%	3.64%	21.12%	20.38%
Roane State Community College	25.00%	28.80%	28.44%	9.68%	26.98%	26.49%
Shelby State Community College	10.48%	18.25%	12.79%	12.13%	15.60%	13.08%
State Technical Institute at Memphis	14.01%	18.12%	16.72%	16.13%	19.08%	17.96%
Volunteer State Community College	6.25%	19.71%	18.79%	10.91%	19.76%	19.03%
Walters State Community College	11.90%	28.54%	27.74%	14.29%	27.73%	26.94%
Overall Averages	11.13%	24.86%	22.33%	12.58%	24.36%	22.17%

¹ Totals also include students of other races than White or African-American.

Appendix E

Degrees & Awards: Public Universities 1997-1998

Discipline	Certif.	Assoc.	Bach.	Prof.	Mast.	Ed.S.	Doct.	Total
Agriculture			505		59		5	569
Architecture & Related Programs			37		44			81
Area/Ethnic/Cultural Studies			49					49
Marketing Oper./Market & Distribution			24					24
Communications			657		79		6	742
Computer & Information Sciences			195		62		5	262
Education			506		1,647	131	118	2,402
Engineering			1,062		303		52	1,417
Foreign Languages & Literature			100		12		2	114
Home Economics			444		64		22	530
Technology Education/Industrial Arts		35						35
Law & Legal Studies	13		15	302				330
English Language & Literature			478		129		14	621
Liberal Arts & Sciences/Gen. Studies		78	193					271
Library (Information) Science					50			50
Biological Science/Life Sciences			632		105		47	784
Mathematics			109		66		7	182
Multi/Interdisciplinary Studies			1,160		17			1,177
Parks, Recreation, Leisure, Fitness			441		170		2	613
Philosophy, Religion, Theology			42		6		4	52
Physical Science			223		46		20	289
Psychology			850		149		31	1,030
Protective Services/Public Affairs		36	676		260		7	979
Social Sciences			1,020		140		34	1,194
Trade & Industrial			72		1			73
Visual & Performing Arts			748		118		4	870
Health Professions & Related Services	33	206	1,213	447	418		14	2,331
Bus. Mgmt. & Administrative Serv.	7	15	2,385		830		35	3,272
TOTAL	53	370	13,836	749	4,775	131	429	20,343

Appendix F

Degrees & Awards: Public Two-Year Institutions 1997-98

Discipline	Certificate	Associate	Total	
Agriculture		20	20	
Marketing Oper./Market & Distribution	18	6	24	
Computer & Information Sciences	3	50	53	
Engineering	22	356	378	
Home Economics	25	31	56	
Technology Education/Industrial Arts		105	105	
Law & Legal Studies		84	84	
English Language & Literature				
Liberal Arts & Sciences/Gen. Studies	19	2,086	2,105	
Personal & Social Development	34		34	
Physical Science		31	31	
Protective Services/Public Affairs	186	103	289	
Trade & Industrial	135	136	271	
Visual & Performing Arts	20	97	117	
Health Professions & Related Services	601	1,217	1,818	
Bus. Mgmt. & Administrative Serv.	255	1,053	1,308	
TOTAL	1,318	5,375	6,693	

Appendix G

Awards: Tennessee Technology Centers 1997-98

Discipline	Certificate	Diploma	Other	Total
Agriculture				0
Business	418	385	3,608	4,411
Consumer, Personal & Misc. Services	48	113	25	186
Engineering			9	9
Health	285	860	586	1,731
Home Economics	2	8	176	186
Personal & Social Development		1	635	636
Public Affairs & Protective Services			1,278	1,278
Trades & Industrial	1,307	1,197	4,156	6,660
Visual & Performing Arts	1	6		7
TOTAL	2,061	2,570	10,473	15,104

Appendix H

Transfers Into Public Universities Fall 1998

Receiving Institutions ---->

Originating Institutions:	APSU	ETSU	MTSU	TSU	TTU	UM	UTC	UTK	UTM	UT Mem	Totals
CSTCC	5	5	21	1	28	2	229	19	1	2	313
CLSCC	1	13	15		23	2	63	35	1		153
coscc	8	3	169	9	14	11	8	10	23	2	257
DSCC	1		10		3	50		2	103	3	172
JSCC	4		33		4	55		10	91	3	200
MSCC	2	3	152	3	57	1	13	16	2		249
NSTCC		199	3		15	1		1			219
NSTI	17	4	102	78	14	5	2	9	11		242
PSTCC	2	37	26	4	22	6	14	231	6		348
RSCC		28	28		147	1	10	83			297
SSCC			9	12	3	375	4	5	16	12	436
STIM		1	5	4	1	327	3	5	11	6	363
VSCC	27	1	140	95	108	6	5	28	20		430
WSCC	3	168	5		19	3	5	98	1	4	306
From All 2-yr	70	462	718	206	458	845	356	552	286	32	3,985
From Other Public Univ.	53	82	284	68	94	217	96	246	34	74	1,248
From Indep. Coll. & Univ.	30	64	124	45	46	141	44	99	33	15	641
From Out-of State Inst.	643	296	576	199	106	661	249	362	105	34	3,231
Total Trans.	796	904	1,702	518	704	1,864	745	1,259	458	155	9,105

Appendix I

Transfers Into Public Two-Year Institutions Fall 1998

Receiving Institutions ---->

Originating															
Institutions:	CSTCC	CLSCC	coscc	DSCC	JSCC	MSCC	NSTCC	NSTI	PSTCC	RSCC	SSCC	STIM	vscc	wscc	Totals
APSU	3		15		3			19	2	1	1	2	27		73
ETSU	9	3	2		1		139	1	32	10	1	1	1	32	232
MTSU	14		72	5	12	55	1	75	14	6	1	10	94	3	362
TSU	14		12	2	7	1	1	37	2		9	7	32	1	125
TTU	19	2	12		3	16	6	13	9	25		2	82	2	191
UM	3	1	9	16	14	1		6	6		83	304	3		446
UTC	201	7	3	1	1	4	2	6	7	2	3	2		2	241
UTK	27	3	20	4	4	4	3	8	210	46	4	14	17	21	385
UTM		1	19	40	51	2		7	6		1	9	24	12	172
UTMem		1							1			6			8
From All Univ.	290	18	164	68	96	83	152	172	289	90	103	357	0	73	1,955
From Other Public 2-Yr.	132	49	60	39	54	21	14	87	161	134	84	178	374	37	1,424
From Indep. Coll. & Univ.	69	45	44	15	39	9	10	31	57	31	27	81	62	24	544
From Out-of State Inst.	376	69	208	42	90	60	91	195	209	85	119	493	255	100	2,392
Total Trans.	867	181	476	164	279	173	267	485	716	340	333	1,109	691	234	6,315

Enrollment of African-American Students in Tennessee Public Institutions 1990 through 1998, Fall Headcount Enrollments

Appendix J

	1990	1991	1992	1993	1994	1995	1996	1997	1998	% Change 1990-1998
Universities:										
APSU	1,103	1,482	1,546	1,540	1,385	1,370	1,435	1,331	1,365	23.8%
ETSU	373	425	446	457	496	492	501	517	522	39.9%
MTSU	1,320	1,441	1,636	1,843	1,711	1,769	1,817	1,886	1,937	46.7%
TSU	4,588	4,598	4,778	4,894	5,208	5,563	5,904	6,139	6,469	41.0%
TTU	278	276	287	295	263	218	225	234	252	- 9.4%
UM	3,766	3,719	3,957	4,099	4,207	4,431	4,606	5,157	5,577	48.1%
UTC	742	774	830	841	930	1,070	1,084	1,216	1,298	74.9%
UTK	1,341	1,370	1,434	1,373	1,334	1,274	1,228	1,295	1,427	6.4%
UTM	770	811	886	865	837	820	798	817	809	5.1%
UTMHSC	165	195	203	222	221	215	239	216	237	43.6%
Total Univ.	14,446	15,091	16,003	16,429	16,592	17,222	17,837	18,808	19,893	37.7%
2-Year:										
CSTCC	843	886	1,029	987	1,066	1,042	1,252	1,153	1,185	40.6%
CLSCC	148	150	230	167	166	180	161	160	129	- 12.8%
COSCC	222	240	288	273	247	276	316	303	307	38.3%
DSCC	239	272	204	258	292	284	343	350	320	33.9%
JSCC	443	480	515	521	523	530	586	607	615	38.8%
MSCC	153	167	177	177	185	183	187	191	214	39.9%
NSTCC	32	55	44	67	81	72	76	89	82	156.3%
NSTI	893	910	925	924	1,059	1,062	1,221	1,375	1,494	67.3%
PSTCC	264	356	388	375	410	321	437	484	522	97.7%
RSCC	141	124	170	159	155	133	126	136	142	0.7%
SSCC	2,599	3,476	3,829	4,128	4,026	4,057	3,863	3,403	3,216	23.7%
STIM	2,644	3,245	3,357	3,363	3,358	3,088	3,118	2,851	2,874	8.7%
VSCC	236	249	348	372	410	453	491	551	543	130.1%
WSCC	138	168	180	224	193	181	194	229	196	42.0%
Total 2-Year	8,995	10,778	11,684	11,995	12,171	11,862	12,371	11,882	11,839	31.6%
Grand Total	23,441	25,869	27,687	28,424	28,763	29,084	30,208	30,690	31,732	35.4%

Appendix K

ACT COMP Examination Scores

	199	96	199	97	199	98
Institution	Average	N	Average	N	Average	N
APSU	182.3	748	182.5	822	183.2	863
MTSU	183.4	1,836	183.3	2,073	182.5	2,233
TSU	174.2	751	172.9	914	173.0	848
UTM	178.7	450*	179.6	1,025	180.5	734
Total	180.8	3,785	180.4	4,834	180.6	4,678

^{*} Some (237) students who took test in 1996 were reported in 1995.

College Base Scores

	199	96	199	97	199	98
Institution	Average	N	Average	N	Average	N
ETSU	295	1,218	294	1,168	293.0	1,134
TTU	317	1,067	317	1,051	319.0	964
UM	307	1,825	310	1,599	300.0	1,691
UTC	311	1,079	308	1,082	306.0	927
UTK	333	518	328	539	325.0	545
Total	309.4	5,707	309.3	5,439	305.6	5,261

Appendix L

Admissions Data for Public Universities Fall 1998

	Number Applied	Number Accepted	Number Enrolled	Percent Accepted	No. Admitted via Alternative Admissions		% Admitted via Alt. Admissions (of No. Enrolled)
APSU	2,270	1,715	1,108	75.6%	94	5.5%	8.5%
ETSU	3,360	2,774	1,567	82.6%	115	4.1%	7.3%
мтѕи	5,527	4,168	2,604	75.4%	140	3.4%	5.4%
TSU	5,141	2,821	1,266	54.9%	64	2.3%	5.1%
TTU	2,152	1,955	1,073	90.8%	132	6.8%	12.3%
UM	4,545	3,255	1,804	71.6%	67	2.1%	3.7%
UTC	2,664	2,332	1,264	87.5%	91	3.9%	7.2%
UTK	9,464	7,177	3,806	75.8%	214	3.0%	5.6%
UTM	2,349	2,255	1,205	96.0%	178	7.9%	14.8%
Totals	37,472	28,452	15,697	75.9%	1,095	3.8%	7.0%

Appendix M

Average Entering ACT Scores at Public Institutions Fall 1998

Universities:	Average ACT Score
Austin Peay State University	21.2
East Tennessee State University	21.5
Middle Tennessee State University	21.8
Tennessee State University	19.0
Tennessee Technological University	22.4
University of Memphis	21.5
University of Tennessee, Chattanooga	22.1
University of Tennessee, Knoxville	23.6
University of Tennessee, Martin	21.2*
Two-Year Institutions:	
Chattanooga State Technical Community College	18.2
Cleveland State Community College	19.1
Columbia State Community College	18.8
Dyersburg State Community College	18.4
Jackson State Community College	18.3
Motlow State Community College	18.7
Northeast State Technical Community College	18.0
Nashville State Technical Institute	17.0
Pellissippi State Technical Community College	18.9
Roane State Community College	19.1
Shelby State Community College	15.4
State Technical Institute at Memphis	17.2
Volunteer State Community College	18.5
Walters State Community College	18.6

^{* 1997} Score

Appendix N

Percentages of First-Time Freshmen in Remedial or Developmental Courses¹ in Public Institutions

Fall 1996 through Fall 1998

	Freshr	nan Enrolli	ment		ting any R& Course	&D		aking only 1 Course			aking more 1 Course	
UNIVERSITIES	1996	1997	1998	1996	1997	1998	1996	1997	1998	1996	1997	1998
APSU	1,012	897	1,060	47.5	48.6	49.8	28.8	27.8	29.2	18.8	20.8	20.6
ETSU	1,560	1,486	1,499	46.4	43.5	44.4	31.2	26.9	29.1	15.3	16.7	15.3
MTSU	2,295	2,558	2,575	42.1	38.6	43.0	27.1	26.0	27.5	15.0	12.6	15.4
TSU	1,095	1,145	1,251	54.0	52.1	61.2	24.7	23.5	27.3	29.3	28.6	34.0
TTU	1,133	1,100	1,044	33.9	37.3	35.2	21.7	22.5	21.9	12.2	14.7	13.3
UM	1,642	1,693	1,773	36.2	32.1	33.2	23.1	23.1	23.9	13.2	9.0	9.3
UTC	1,027	1,166	1,264	37.4	37.5	30.4	31.2	33.2	27.8	6.2	4.3	2.5
UTK	3,621	3,795	3,719	3.9	3.1	4.1	3.9	3.1	4.1	0.0	0.0	0.0
UTM	979	1,190	1,137	38.6	35.5	42.0	31.6	27.6	31.4	7.0	7.9	10.6
UNIV. TOTAL	14,364	15,030	15,322	32.3	30.6	32.9	21.3	20.3	21.6	11.0	10.3	11.3
TWO YEAR												
CLSCC	583	554	532	66.9	65.2	66.5	34.3	33.9	36.5	32.6	31.2	30.1
coscc	767	844	835	70.0	71.9	72.8	34.0	34.8	33.5	36.0	37.1	39.3
CSTCC	1,262	1,231	1,189	80.3	78.6	78.5	23.5	26.4	30.5	56.9	52.2	47.9
DSCC	474	502	484	78.3	77.5	77.1	35.4	33.7	34.5	42.8	43.8	42.6
JSCC	502	571	599	74.7	67.3	75.6	36.3	28.9	33.7	38.4	38.4	41.9
MSCC	750	792	820	75.5	73.6	70.1	34.7	36.1	37.0	40.8	37.5	33.2
NSTI	539	670	679	84.6	72.2	68.0	25.4	33.6	34.5	59.2	38.7	33.6
NSTCC	746	687	636	74.3	85.7	89.3	32.6	27.9	28.0	41.7	57.8	61.3
PSTCC	1,303	1,367	1,306	71.7	70.3	73.6	27.6	24.9	25.3	44.1	45.4	48.2
RSCC	846	883	876	73.8	72.3	76.0	34.2	31.8	32.3	39.6	40.4	43.7
SSCC	912	830	678	84.4	83.4	88.9	31.7	26.7	26.5	52.7	56.6	62.4
STIM	984	914	911	84.9	81.5	79.6	35.1	28.1	31.3	49.8	53.4	48.3
VSCC	1,156	1,160	1,105	63.7	61.8	62.7	25.2	25.0	23.7	38.5	36.8	39.0
WSCC	885	888	762	82.0	83.1	81.6	24.0	24.5	22.7	58.1	58.6	58.9
TWO-YR TOTAL	11,709	11,893	11,412	75.9	74.5	75.3	30.2	29.0	30.1	45.7	45.4	45.2
GRAND TOTAL	26,073	26,923	26,734	51.9	50.0	51.0	25.3	24.2	25.2	26.6	25.8	25.8

¹ All full-time and part-time freshmen of all ages newly enrolled in Fall semester

Appendix O

Fall 1998 First-time Freshmen, 18 years of age and younger (1998 High School Graduates) Need for Remedial and/or Developmental Coursework

	Total 18 yr.	No R&D (Courses	Any R&D	Course	Develop On		Remedi	al Only	Mix of	f R&D
	old Freshmen	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
UNIVERSITIES											
APSU	510	268	52.55%	242	47.45%	207	40.59%	9	1.76%	26	5.10%
ETSU	927	604	65.16%	323	34.84%	250	26.97%	21	2.27%	52	5.61%
MTSU	1,594	1,001	62.80%	593	37.20%	524	32.87%	25	1.57%	44	2.76%
TSU	854	418	48.95%	436	51.05%	303	35.48%	29	3.40%	104	12.18%
ττυ	659	484	73.44%	175	26.56%	122	18.51%	23	3.49%	30	4.55%
υм	1,111	781	70.30%	330	29.70%	284	25.56%	30	2.70%	16	1.44%
UTC	858	620	72.26%	238	27.74%	238	27.74%	0	0.00%	0	0.00%
UTK	2,532	2,433	96.09%	99	3.91%	99	3.91%	0	0.00%	0	0.00%
UTM	757	473	62.48%	284	37.52%	284	37.52%	0	0.00%	0	0.00%
UNIV TOTAL	9,802	7,082	72.25%	2,720	27.75%	2,311	23.58%	137	1.40%	272	2.77%
TWO-YEAR											
CLSCC	257	123	47.86%	134	52.14%	105	40.86%	9	3.50%	20	7.78%
coscc	365	162	44.38%	203	55.62%	152	41.64%	11	3.01%	40	10.96%
CSTCC	442	163	36.88%	279	63.12%	185	41.86%	9	2.04%	85	19.23%
DSCC	234	85	36.32%	149	63.68%	97	41.45%	12	5.13%	40	17.09%
JSCC	290	111	38.28%	179	61.72%	118	40.69%	8	2.76%	53	18.28%
MSCC	368	151	41.03%	217	58.97%	176	47.83%	5	1.36%	36	9.78%
NSTCC	236	82	34.75%	154	65.25%	113	47.88%	9	3.81%	32	13.56%
NSTI	168	36	21.43%	132	78.57%	63	37.50%	11	6.55%	58	34.52%
PSTCC	530	183	34.53%	347	65.47%	212	40.00%	33	6.23%	102	19.25%
RSCC	384	161	41.93%	223	58.07%	123	32.03%	37	9.64%	63	16.41%
SSCC	263	33	12.55%	230	87.45%	84	31.94%	23	8.75%	123	46.77%
STIM	333	91	27.33%	242	72.67%	141	42.34%	21	6.31%	80	24.02%
vscc	437	192	43.94%	245	56.06%	150	34.32%	19	4.35%	76	17.39%
wscc	359	109	30.36%	250	69.64%	115	32.03%	32	8.91%	103	28.69%
TWO-YR TOTAL	4,666	1,682	36.05%	2,984	63.95%	1,834	39.31%	239	5.12%	911	19.52%
											-
GRAND TOTAL	14,468	8,764	60.58%	5,704	39.42%	4,145	28.65%	376	2.60%	1,183	8.18%

Licensure Scores in Public Universities

Appendix P

Institution	Test	1996	Number	1997	Number	1998	Number
APSU	Nursing (BSN)	93.3%	60	99.0%	74	94.7%	114
ETSU	Nursing (AD)	81.0%	84	95.2%	21	73.1%	67
	Nursing (BSN)	85.0%	107	82.6%	121	84.2%	183
	Medical (Step I)	91.0%	57	95.0%	59	89.3%	56
	Medical (Step II)	95.0%	55	98.0%	55	91.7%	60
	Medical (Step III)	80.0%	44	98.0%	57	86.4%	51
MTSU	Nursing	98.4%	63	93.6%	59	91.8%	73
TSU	Engineering	33.0%	12	42.0%	67	32.4%	71
	Nursing (AD)	89.0%	117	82.0%	111	83.0%	161
	Nursing (BSN)	94.0%	34	97.0%	31	92.0%	75
	Dental Hygiene	91.0%	23	93.0%	29	88.9%	36
	Medical Technology	100.0%	6	88.0%	9	90.0%	10
TTU	Engineering	74.7%	275	84.5%	265	84.9%	232
	Nursing (BSN)	100.0%	41	100.0%	36	100.0%	40
UM	Engineering	66.0%	59	76.0%	59	67.1%	73
	Law *	89.0%	119			83.9%	118
	Nursing (BSN)			77.0%	84	95.5%	89
UTC	Engineering	59.0%	61	64.7%	68	66.7%	50
	Nursing (BSN)	91.7%	60	88.2%	51	91.4%	58
	Physical Therapy	90.0%	30	96.6%	30	97.5%	40
UTK	Engineering	70.8%	89	86.3%	153	80.6%	252
	Nursing (BSN)	89.1%	89	92.1%	77	87.1%	85
	Law *	83.2%	143			85.4%	219
	Veterinary Medicine	98.1%	52	95.4%	65	100.0%	59
UTM	Engineering			100.0%	3	100.0%	5
	Nursing (BSN)	100.0%	28	100.0%	28	97.0%	30
UTMHC	Nursing (BSN)	87.0%	34	77.4%	31	93.8%	16
	Dentistry	95.3%	64	99.0%	81	100.0%	74
	Pharmacy	98.5%	65	98.5%	68	100.0%	71
	Medical (Step I)	93.8%	162	94.4%	164	95.0%	160
	Medical (Step II)	92.2%	153	97.0%	151	97.0%	160
	Medical (Step III)	97.0%	133	97.0%	133	96.0%	142
	Dental Hygiene	100.0%	23	97.0%	33	91.0%	34
	Medical Technology	92.0%	13	82.0%	17	93.0%	14
	Physical Therapy	98.3%	59	98.2%	58	86.4%	59

^{*} Due to changes in testing agency procedures, complete scores for 1997 are not available.

Appendix Q

Accredited Programs in Tennessee's Public Universities

The left column under each institution is the number of programs which are eligible for accreditation (does not include exempt programs).

The right column is the number which are accredited.

	AP	SU	ET	SU	МТ	SU	T:	SU	Т	ΓU	U	М	UT	С	U	TK	U.	ТМ	UTN	IHSC	А	.II
Allied Health	2	2	2	2			4	4	1	1			2	2	1	1			5	4	17	16
Architecture															2	2					2	2
Art & Design	1	1	2	2	1	0			1	0	4	4	1	1	4	4					14	12
Biological Sciences			2	2																	2	2
Business			7	7	11	11	4	4	6	6	14	14	2	2	12	12	7	7			63	63
Chemistry	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1			9	8
Dentistry			2	2			1	1											2	2	5	5
Engineering & Technology			1	1	2	2	5	4	6	6	7	7	1	1	10	10					32	31
Forestry															1	1					1	1
Home Economics			2	2	3	3			1	0					3	3	1	1			10	9
Interior Design					1	1									1	1					2	2
Journalism/Mass Communications			1	1	1	1					2	2	1	1	4	4	1	1			10	10
Law											1	1			1	1					2	2
Library (Information) Science															1	1					1	1
Medicine			1	1															1	1	2	2
Music	2	2	1	1	2	2	1	1			4	4	2	2	2	2	1	1			15	15
Nursing	1	1	2	2	1	1	2	2	1	1	1	1	2	2	2	2	1	1	1	1	14	14
Parks & Recreation					1	1															1	1
Pharmacy																			1	1	1	1
Psychology											2	2			1	1					3	3
Public Affairs & Admin.							1	1			1	1	1	1							3	3
Public Health & Health Admin.			1	0											1	1					2	1
Social Work	1	1	1	1	1	1	1	1			1	1	1	1	2	2	1	1			9	9
Speech/Language/Hearing			1	1			1	1			1	1			2	2					5	5
Teacher Education	8	8	16	16	24	23	16	16	13	13	13	12	14	14	18	18	17	17			139	137
Veterinary Medicine									·						1	1					1	1
Totals	16	16	43	42	49	47	37	35	30	28	52	51	28	28	70	70	30	30	10	9	365	356

Appendix R

Accredited Programs in Tennessee's Public Two-Year Institutions

The left column under each institution is the number of programs which are eligible for accreditation (does not include exempt programs).

The right column is the number which are accredited.

Discipline	CST	гсс	CLS	SCC	cos	SCC	DS	cc	JS	СС	MS	CC	NST	СС	NS	STI	PST	гсс	RS	СС	SS	СС	ST	IM.	VS	СС	ws	СС	А	AII
Allied Health	6	6	1	1	3	3			5	5			1	1	2	2			8	8	4	4			6	6	2	2	38	38
Dietetics																					1	1							1	1
Engineer. Tech.	3	3	1	1	1	1							2	2	5	5	5	5					9	9			1	1	27	27
Legal Education	1	1	1	1													1	1					1	1					4	4
Nursing	1	1	1	1	1	1	1	1	1	1	1	1							1	1	1	1					1	1	9	9
Vet. Science					1	1																							1	1
Totals	11	11	4	4	6	6	1	1	6	6	1	1	3	3	7	7	6	6	9	9	6	6	10	10	6	6	4	4	80	80

Appendix S

Job Placement Rates at Public Two-Year Institutions and Technology Centers 1997-98

Two Year Institutions

Institution	Total Placed	Percent Placed
CSTCC	419	90.3%
CLSCC	153	91.1%
coscc	209	96.8%
DSCC	95	92.2%
JSCC	175	89.3%
MSCC	87	93.6%
NSTCC	236	89.1%
NSTI	238	90.5%
PSTCC	235	95.1%
RSCC	273	92.9%
SSCC	209	78.0%
STIM	432	89.3%
VSCC	167	94.9%
WSCC	452	92.4%
Totals	3,380	90.7%

Technology Centers

Institution	Total Placed	Percent Placed
Athens	66	82.5%
Chattanooga	262	88.5%
Covington	65	98.5%
Crossville	109	82.0%
Crump	106	92.2%
Dickson	149	88.2%
Elizabethton	189	95.9%
Harriman	90	76.9%
Hartsville	67	82.7%
Hohenwald	100	99.0%
Jacksboro	101	87.1%
Jackson	270	95.1%
Knoxville	249	78.5%
Livingston	164	90.1%
McKenzie	75	93.8%
McMinnville	64	82.1%
Memphis	567	81.9%
Morristown	353	94.4%
Murfreesboro	46	83.6%
Nashville	281	89.5%
Newbern	65	77.4%
Oneida	41	78.8%
Paris	81	95.3%
Pulaski	92	84.4%
Ripley	66	94.3%
Shelbyville	247	99.2%
Whiteville	88	86.3%
Totals	4,053	88.1%

Key Financial Ratios - Independent Colleges & Universities

Appendix T

Fiscal Year	Reported Total Current Fund Revenues	Tuition and Fees Revenues	Private Gifts, Grants and Contracts	Reported Current Expenditures	Adjusted Total E&G Expenditures	Reported Total E&G Expenditures	Total Instructional Expenditures	Net Revenue Ratio	Tuition & Fees Ratio	Gifts & Grants Ratio	Instruc. Cost Ratio
1986-87	\$751,581,000	\$198,209,000	\$76,820,000	\$740,701,000	\$447,091,000	\$465,776,000	\$138,368,000	1.45%	44.33%	17.18%	30.95%
1987-88	\$840,017,000	\$224,852,000	\$77,456,000	\$840,183,000	\$500,243,000	\$532,268,000	\$148,235,000	-0.02%	44.95%	15.48%	29.63%
1988-89	\$944,232,000	\$252,037,000	\$82,222,000	\$923,517,577	\$555,432,000	\$599,387,000	\$159,592,000	2.19%	45.38%	14.80%	28.73%
1989-90	\$1,033,721,000	\$279,918,000	\$83,236,000	\$1,032,213,000	\$614,992,000	\$663,913,000	\$203,601,833	0.15%	45.52%	13.53%	33.11%
1990-91	\$1,135,906,000	\$308,841,000	\$88,655,000	\$1,115,622,000	\$668,973,000	\$711,983,000	\$220,074,000	1.79%	46.17%	13.25%	32.90%
1991-92	\$1,253,751,665	\$339,944,054	\$98,430,454	\$1,230,636,134	\$747,181,914	\$798,660,589	\$250,861,413	1.84%	45.50%	13.17%	33.57%
1992-93	\$1,306,051,202	\$366,076,199	\$101,200,531	\$1,292,123,350	\$790,065,912	\$798,660,589	\$250,861,413	1.07%	46.33%	12.81%	31.75%
1993-94	\$1,364,971,447	\$394,506,224	\$100,846,452	\$1,367,993,629	\$836,856,815	\$902,760,775	\$273,232,111	-0.22%	47.14%	12.05%	32.65%
1994-95	\$1,438,038,212	\$427,967,742	\$110,865,136	\$1,427,058,586	\$886,734,412	\$935,593,656	\$295,598,790	0.76%	48.26%	12.50%	33.34%
1995-96	\$1,574,407,353	\$454,083,459	\$111,707,657	\$1,466,641,972	\$974,095,959	\$1,030,988,837	\$318,081,666	6.84%	46.62%	11.47%	32.65%
1996-97*											

^{*} Pending due to changes in IPEDS form/scheduling.

Appendix U

Declared Enrollment Capacity Data for Independent Colleges & Universities, Fall 1998

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Institution	Total Headcount	Total FTE	FTE Faculty	Instructional	Ratio of		Declared	Ratio of Capacity/Faculty	Ratio of	Residence	Residence Capacity
			-		-	-					
Aquinas College	362	254	14	18,950	18.14	74.61	500	35.71	37.90	0	0
Belmont University	2,963	2,725	269	NA	10.13		2,800	10.41		1,161	1,278
Bethel College	711	633	45	34,140	14.07	53.93	920	20.44	37.11	195	300
Bryan College	529	514	40	87,200	12.85	169.65	600	15.00	145.33	436	492
Carson-Newman College	2,336	2,189	154	220,000	14.21	100.50	2,330	15.13	94.42	1,128	1,345
Christian Brothers University	1,887	1,638	136	171,523	12.04	104.71	2,190	16.10	78.32	512	512
Crichton College	803	523	35	17,300	14.94	33.08	700	20.00	24.71	20	26
Cumberland University	1,206	1,018	63	30,000	16.16	29.47	1,200	19.05	25.00	342	350
David Lipscomb University	2,380	2,203	133	238,667	16.56	108.34	2,600	19.55	91.80	1,205	1,572
Fisk University	826	835	71	29,000	11.76	34.73	1,250	17.61	23.20	620	854
Freed-Hardeman University	1,733	1,613	85	64,202	18.98	39.80	1,800	21.18	35.67	1,023	1,156
Free Will Baptist College	334	295	24	72,533	12.29	245.87	600	25.00	120.89	235	300
Hiwassee College	397	356	24	29,440	14.83	82.70	650	27.08	45.29	181	420
John A. Gupton College	88	74	3	4,200	24.67	56.76	100	33.33	42.00	12	14
Johnson Bible College	606	538	30	31,212	17.93	58.01	550	18.33	56.75	426	472
King College	562	539	47	150,000	11.47	278.29	675	14.36	222.22	397	450
Lambuth University	977	919	60	101,350	15.32	110.28	1,200	20.00	84.46	456	646
Lane College	627	612	43	193,239	14.23	315.75	1,000	23.26	193.24	418	650
Lee University	3,088	2,947	136	275,502	21.67	93.49	3,200	23.53	86.09	1,456	1,467
Lemoyne-Owen College	843	743	66	72,000	11.26	96.90	1,500	22.73	48.00	156	169
Lincoln Memorial University	1,750	1,387	107	208,107	12.96	150.04	1,400	13.08	148.65	420	450
Martin Methodist College	536	419	30	47,000	13.97	112.17	800	26.67	58.75	208	286
Maryville College	944	907	71	42,477	12.77	46.83	1,000	14.08	42.48	638	711
Meharry Medical College	856	856	227	15	3.77		870	3.83		214	214
Memphis College of Art	270	250	24	67,400	10.42	269.60	300	12.50	224.67	27	27
Milligan College	927	964	77	197,271	12.52	204.64	1,000	12.99	197.27	548	659
Rhodes College	1,466	1,389	121	380,000	11.48	273.58	1,450	11.98	262.07	989	1,037
Southern Adventist University	1,724	1,580	107	332,253	14.77	210.29	1,950	18.22	170.39	1,194	1,330
Southern College of Optometry	480	480	46	35,668	10.43	74.31	488	10.61	73.09	0	0
Tennessee Wesleyan College	796	676	35	55,500	19.31	82.10	720	20.57	77.08	210	336
Trevecca Nazarene University	1,582	1,169	80	163,222	14.61	139.63	1,300	16.25	125.56	592	795
Tusculum College	1,543	1,453	77	112,500	18.87	77.43	1,500	19.48	75.00	289	381
Union University	2,311	1,884	135	67,512	13.96	35.83	1,900	14.07	35.53	983	1,021
University of the South	1,430	1,494	135	374,000	11.07	250.33	1,425	10.56	262.46	1,290	1,320
Vanderbilt University	10,110	9,748	1,920	NA NA	5.08		9,950	5.18		4,659	4,685
Totals (and averages)	49,983	45,824	4,670	3,923,368	9.81	85.62	52,418	11.22	74.85	22,640	25,725

Percentage of Lower-Division Courses Taught by Various Faculty 1997-98

Appendix V

	Full-Time Faculty	Part-Time Faculty	Graduate Assistants	Other* Staff
Universities				
Austin Peay State University	58.8%	36.9%	1.0%	3.3%
East Tennessee State University	52.5%	22.0%	19.7%	5.8%
Middle Tennessee State University	68.0%	19.1%	8.6%	4.3%
Tennessee State University	65.3%	22.7%	5.7%	6.3%
Tennessee Technological University	63.9%	18.4%	11.0%	6.7%
University of Memphis	38.6%	24.7%	30.1%	6.6%
University of Tennessee, Chattanooga	60.8%	34.7%	0.0%	4.5%
University of Tennessee, Knoxville	58.7%	14.9%	25.7%	0.7%
University of Tennessee, Martin	80.2%	15.9%	0.1%	3.8%
Two Year Institutions				
Chattanooga State Technical Community College	47.4%	46.8%		5.8%
Cleveland State Community College	64.4%	31.9%		3.7%
Columbia State Community College	60.0%	40.0%		0.0%
Dyersburg State Community College	59.6%	39.2%		1.2%
Jackson State Community College	63.1%	29.5%		7.4%
Motlow State Community College	62.4%	36.8%		0.8%
Nashville State Technical Institute	49.9%	42.2%		7.9%
Northeast State Technical Community College	60.2%	35.3%		4.5%
Pellissippi State Technical Community College	50.0%	48.0%		2.0%
Roane State Community College	62.4%	35.4%		2.2%
Shelby State Community College	60.7%	31.3%		8.0%
State Technical Institute at Memphis	44.8%	48.9%		6.3%
Volunteer State Community College	50.1%	44.6%		5.3%
Walters State Community College	64.8%	29.5%		5.7%

^{*} Courses taught by professional non-faculty persons such as lab technicians, persons paid from non-instructional and non-academic support accounts, and administrators.